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ABSTRACT

This state-by-state report card on higher education was created to assist the United States and each state in assessing and addressing the challenges higher education faces. The report focuses on key areas related to education and training through the baccalaureate degree. Data are from a variety of sources, including public opinion information gathered by Public Agenda. Overall, data suggest that the benefits of U.S. higher education are unevenly and often unfairly distributed. Geography, wealth, income, and ethnicity still play far too great a role in determining the educational opportunities and life chances of Americans. State and national efforts to improve preparation for college and participation in higher education have made a difference, but every state can and should improve its performance in higher education. Much crucial information that would help in improvement is still not being collected. The report sections are: (1) "The National Picture"; (2) "States at a Glance"; (3) State Profiles"; (4) "State Comparisons"; (5) Commentary; and (6) "Methodology." (Contains 6 figures, 50 profiles in tabular form, and 9 other tables.) (SLD)

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MEASURING UP 2000

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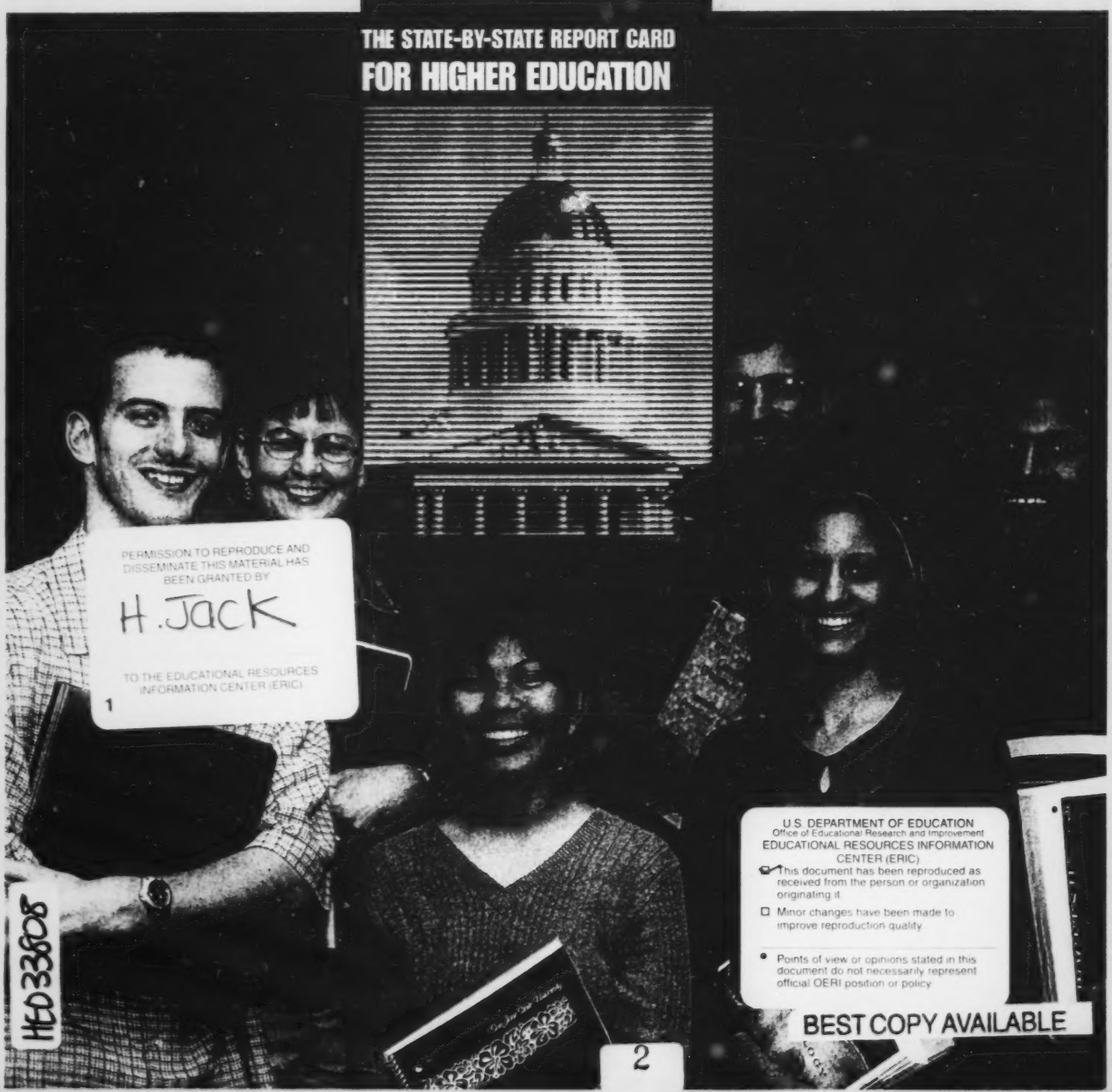
THE STATE-BY-STATE REPORT CARD FOR HIGHER EDUCATION



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Visit www.highereducation.org to:

- download the entire report
- create your own comparisons for any states on any data included in *Measuring Up 2000*
- get reference information about indicators, calculations and grading

To order *Measuring Up 2000*, call 1-888-269-3652. Single copies are available for $25.00.

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The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It is not affiliated with any government agency, political party, or college or university. The National Center conducts policy research and fosters public awareness and discussion of public policy issues affecting education and training beyond high school. The purpose of the National Center's studies and reports, including *Measuring Up 2000*, is to stimulate public policies that will improve the effectiveness and accessibility of higher education.

The National Center was established with a 1998 founding grant from The Pew Charitable Trusts that supported the initiation of its programs, including *Measuring Up 2000*. This grant enabled the National Center to launch the report card project, to design its methodology, and to test its feasibility through a ten-state prototype. The Ford Foundation has also provided core and specific project support to the National Center. Refinement of the report card methodology, extension of it to all 50 states, and the publication and dissemination of *Measuring Up 2000* has been made possible by a major grant from the John S. and James L. Knight Foundation that has been matched by the Carnegie Corporation of New York, the John D. and Catherine T. MacArthur Foundation, The Pew Charitable Trusts, and the William R. Kenan, Jr. Charitable Trust, respectively. A grant from The Andrew W. Mellon Foundation has supported an external, independent review of the report card data and methodology.

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The National Center was advised about the feasibility of comparing state performance in higher education by an independent Report Card Feasibility Study Committee, who met in 1998 and 1999 and recommended the project to the National Center's Board of Directors in April 1999. The National Advisory Panel for the Report Card, listed on the following page, was established in 1999. David Breneman chaired both the Feasibility Study Committee and the National Advisory Panel. Emerson Elliott, Margaret Miller and Richard Wagner served on the Feasibility Study Committee and the National Advisory Panel.

The National Center for Higher Education Management Systems (NCHEMS) conducted the first external review of methodology and data for the report card project. NCHEMS President Dennis Jones and Senior Associate Peter Ewell served as Senior Consultants to the report card project. NCHEMS Senior Associate Aims McGuinness, Jr., conducted a survey of state policy initiatives. Peter Ewell and Paula Ries, Research Associate at NCHEMS, surveyed states on student learning and assessment initiatives.

Charlotte Kuh, Executive Director at the National Research Council's Office of Scientific and Engineering Personnel, conducted the final external review of the data and methodology in July and August of 2000. Anthony P. Carnavale, Vice President for Public Leadership at the Educational Testing Service, analyzed state economic benefits for the report card.

Public Agenda conducted the state-by-state public opinion research included in *Measuring Up;* President Deborah Wadsworth, Senior Vice President Stave Farkas, and Senior Research Associate Anthony Foleno developed and directed the surveys. The research on employer satisfaction was conducted by Robert Zemsky, Director, and Daniel Shapiro, Director of Research, at the Institute for Research on Higher Education, University of Pennsylvania.

Jay Diskey of Diskey & Associates, Dennis Hunt of Pacific Visions Communications, and William Tyson of Morrison & Tyson Communications advised and assisted the National Center on the communications and dissemination of *Measuring Up 2000.*

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At the National Center, Vice President Joni Finney was responsible for leadership and direction of the report card project. William Doyle provided analytical leadership throughout its three-year development and was the project manager responsible for technical and methodological aspects during the project's completion. Kristin Conklin also provided analytical leadership and project management through the feasibility committee deliberations and subsequent approval by the National Center's Board of Directors.

Thad Nodine led the National Center's editorial, production and communications efforts. Heather Jack served as senior communications consultant, and developed and implemented, with William Doyle, the quality control processes. William Trombley researched and wrote "Some States to Watch." Cerena Gil provided state policy background research and state-level communications planning. Sue Murphy provided support in production, dissemination and proofreading. Noreen Savelle assisted with dissemination and was responsible for ongoing communications with the Board of Directors.

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FOREWORD

By Governor James B. Hunt Jr.

Over the last 60 years, our country has made remarkable progress in higher education. After World War II, our historic commitment to veterans expanded and redefined college opportunity. Our inclusive policies continued throughout the 20th century, embracing baby boomers, older, nontraditional students, and the civil rights movement, and positioning our country for leadership in the information age and the global economy. America has led the world in providing opportunities for its citizens to develop their talents through education and training beyond high school.

Credit for this progress is as widely distributed as its benefits. Our state and federal governments, our public and private colleges and universities, our two- and four-year colleges, and our academic and vocational-technical institutions have made this progress possible. And credit must be given to the American people who have responded to each expansion of educational opportunities since the GI Bill, raising the level of education of each generation in the second half of the 20th century.

But much is left to be done. This first state-by-state report card on higher education, *Measuring Up 2000*, was created to assist the nation and each state in assessing and addressing the challenges that lie before us. The need to develop the talents of our citizens has accelerated even faster than the expansion of college opportunity and enrollment. As we enter the 21st century, the clear signal from the new economy is that education and training beyond high school are now prerequisites for employment that can support a middle-class lifestyle. This

signal is no mere rhetoric; it is a message from the labor markets. Americans with high school education or less have seen their real incomes decline over the past quarter century. Broad educational opportunity is as critical for the nation and states as it is for individuals. The economic and civic prospects for communities, states, and nations that fall behind educationally are dim.

For all these reasons, this first report card focuses on comparing the *performance* of each state in key areas related to education and training through the baccalaureate degree. The emphasis here is on *states* because in the American system the states bear primary responsibility for higher education policy and for support of higher education. States also play an important role in providing financial assistance to students in public and private higher education. And it is to the states that Americans look first for responsibility for elementary and secondary education that prepares their children to benefit from educational opportunities after high school.

"As a governor, I've learned that the things we keep track of, count, and monitor tend to be the ones we improve."

As a governor, I've learned that the things we keep track of, count, and monitor tend to be the ones we improve. This state-by-state report card was developed to give the American public, elected officials, and the higher education community a measuring stick to compare higher education performance and opportunity across states. The grades compare each state with the best performing states in each graded category. This gives every state a "real world" standard of comparison. It encourages every state to strive for the standard set by Utah in preparing its young residents for college; by Delaware in providing young and older students with opportunities to participate in education and training beyond high school; by California in assuring that college is affordable; and by New Hampshire in the success of students completing their degrees and certificates.

Here are a few of the key conclusions I draw from *Measuring Up 2000*:

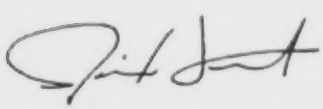
- Despite the accomplishments of American higher education, its benefits are unevenly and often unfairly distributed, and do not reflect the distribution of talent in American society. Geography, wealth, income, and ethnicity still play far too great a role in determining the educational opportunities and life chances of Americans.
- State and national efforts to improve preparation for college and participation in higher education have made a difference. Not surprisingly, these areas of performance where the most progress has been made are the ones that have received the greatest attention in recent years. Affordability and degree and certificate completion have received less attention, and the consequence has been a slippage in affordability and little or no progress in raising the proportion of students who achieve their higher education goals.
- Every state, including those with high grades, can and should improve their performance in higher education.
- Crucial information that would enable states to monitor important trends is not currently collected. It is particularly disappointing that so little is known about the most important outcome of higher education—student learning.

As *Measuring Up 2000* was being completed, the Organization for Economic Cooperation and Development (OECD) reported that three countries—Norway, Britain, and the Netherlands—have surpassed

the United States in the proportion of young people who graduate from college. The United States was the world leader in higher education in the 20th century; can we maintain leadership in the 21st century? We can, but the international findings show that we will have to work even harder to maintain leadership. Much of the responsibility for the future belongs to the states. I believe that the record of the last century shows that states can and will respond, and it is my hope that *Measuring Up 2000* can assist them as they seek to enhance education for all of their residents.

"Broad educational opportunity is as critical for the nation and states as it is for individuals. The economic and civic prospects for communities, states, and nations that fall behind educationally are dim."

In closing, I emphasize that *Measuring Up 2000* is about something more concrete than the abstractions of state and national pride in our colleges and universities. It is about real people, millions of them whose educational aspirations are exemplified by five individuals who are striving under very different circumstances to achieve the American dream. Their stories, interspersed among charts and tables, remind us of the realities behind the numbers. Statistics are essential to understanding and resolving important issues and problems, but *Measuring Up 2000* is ultimately about the impact—or absence—of education in the lives of individual Americans. We cannot remind ourselves too often that Amy Lei, Jennifer Pegg, Vernita Small, Cale Sweeney, and Amanda Weitzel are the reasons why the issues addressed here are so important and the consequences of our policy decisions so great.



James B. Hunt Jr.
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INTRODUCTION

By Patrick M. Callan

THE NATIONAL CENTER for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It was established in 1998 to stimulate effective public policy through research, analysis and more inclusive and robust public conversation about higher education's role in American society. Supported by philanthropic foundations, the National Center is not affiliated with any institution of higher education or government agency.

At the National Center's inception, its founding Board of Directors and staff found that two key concepts emerged from extensive formal and informal discussions with leaders from government, business, education, and the nonprofit sector. *First,* the quality of life of Americans and the civic and economic future of the country depend more than ever before on the availability and effectiveness of education and training after high school. For most Americans, college is no longer one of many routes to middle-class life, but a requirement for employment that makes such a life possible. Between 1977 and 1997, the average income of high school graduates *decreased* by 4% in real dollars, while the income advantage associated with having a college degree instead of only a high school diploma *increased* by 28%. For communities, for the states, and for the nation, the complexity of modern life—a new global economy, the information age—requires ever-increasing levels of knowledge and skills. The world marketplace is transformed almost daily by technological change, and Americans are increasingly being expected to pursue ongoing training. The fact is that our country cannot sustain prosperity in the 21st century or maintain and enhance its democratic values and institutions without an educated citizenry.

"For most Americans, college is no longer one of many routes to middle-class life, but a requirement for employment that makes such a life possible."

Second, although powerful global economic and technological forces drive the demand for more and better education, America's response—in contrast to that of other major industrial nations—must be found primarily in our institutions, communities and states. Within our federal system, the public policy responsibility for education lies principally with the states. States largely determine who is prepared and qualified for college by their control of public schools. States provide most of the direct financial support to—and oversight of—public colleges and universities, and give significant direct and indirect support to private ones through student financial aid, tax exemptions and, in some instances, direct appropriations. States determine the organizational structures of public higher education, can shape the relationships between higher education and the public schools, and can encourage coordination between public and private higher education. Federal initiatives are significant, but only the states have the means and the broad responsibility for ensuring opportunity for education, training and retraining beyond high school. Currently:

- Seventy-eight percent of American college students are enrolled in public colleges and universities, institutions created by and financially dependent on state governments.
- States provide 46% of the financial support for public colleges and universities and approximately 29% of the total support for all public and private colleges.
- State and local appropriations for higher education exceed $57 billion.
- States' financial aid for students at public and private colleges and universities exceeds $3 billion annually.

States are enriched by their investments in higher education, and those with highly educated populations reap extensive economic, cultural and civic benefits.

The growing importance of higher education imposes ever-greater responsibility on the states than in the past. They must ensure that the nation's gateways to success—our colleges and universities and postsecondary training centers—are increasingly accessible to all motivated Americans who can benefit from college opportunity. In this report card and elsewhere, the National Center defines higher education as education and training beyond high school, including two- and four-year, public and private, and nonprofit and for-profit institutions.

I cannot emphasize too strongly my belief that these two core concepts will overarch virtually all public policy

discussions and decisions during the next several decades:

- Higher education has become virtually the only gateway to fully participate in our nation's prosperous economic and civic life.
- The states have the primary responsibility for public policy in education.

These concepts led the National Center to this first state-by-state report card. They suggested the importance of evaluating and comparing higher education performance among and between the *states*; for—despite numerous rankings and comparisons—state policy leaders lack a critical tool. Useful comparative measures of *state performance* in higher education are few and narrow, and none gives either state policymakers or the general public the impetus and information needed to improve public policies. We and others in the field of higher education policy are frequently asked, "How does my state compare with others in higher education?" and "How do the opportunities we provide compare with those available to residents in other states?" Our answers have been inadequate. Students, workers and families who are considering options for college can examine a wide range of institutional rankings and comparisons. And there are studies that evaluate and compare the status and progress of higher education among nations. But not even the best information about individual institutions or national performance can adequately address these questions for states.

Measuring Up 2000 offers systematic state-by-state comparisons of performance to the residents of each state, particularly to those responsible for forming public policy. In this first edition, we focus on education and training beyond high school and through the bachelor's degree. These are the functions of higher education in which state responsibilities and resources are most deeply vested, and for which systematic methods for comparison and evaluation are least adequate.

Our path to *Measuring Up 2000* led the National Center's Board, staff and advisors through careful examination of several comparative studies of state performance in other areas—public school education, the condition of children, fiscal management of the public sector, and state participation in the new economy. The most effective ones, we concluded, shared a number of characteristics:

- They placed primary or exclusive emphasis on results, outcomes and performance, rather than measuring effort or progress.
- They relied heavily on quantitative measures or indicators, rather than only on the opinions or judgements of the authors or sponsors.
- They were prepared by independent organizations not connected directly to the providers of public services or the responsible state policymakers.
- They presented, interpreted and distributed findings to a broad public audience that included, but was not limited to, specialists, professionals and policymakers.
- They were repeated at regular intervals to monitor progress or regression.
- They began with the most reliable, timely and relevant information available, and worked to refine and improve data and methodology in each successive edition.

The National Center has sought to incorporate these characteristics in *Measuring Up 2000*. As David Breneman describes in his essay, this report is the culmination of a two-and-a-half-year process. *Measuring Up 2000* is, we believe, a major step toward more effective state educational policy, but it is only the first step. We hope that national and state efforts will create more powerful measures of educational performance than are now available—measures needed for sustained efforts to improve higher education in each state. The National Center is committed to this goal, and to at least two further editions of *Measuring Up*, in 2002 and 2004.

"The growing importance of higher education imposes ever-greater responsibility on the states than in the past."

The six graded categories—preparation, participation, affordability, completion, benefits and learning—provide a state policy framework for education and training through the bachelor's degree. Each cluster represents aspects of education over which states exercise substantial policy influence. And for each cluster, with the exception of student learning, there are sufficient data to compare performance across states. Grades in each category are derived by benchmarking all states against those that perform best in that category. The "A" through "F" grades, therefore, evaluate each state against a "real world" standard that has been achieved by the highest performers. This grading methodology was selected over others that were considered, such as setting an arbitrary standard or grading on the curve. Hence, both the methodology and the title of *Measuring Up* were chosen to encourage high, but demonstrably achievable, levels of performance.

It is, of course, the prerogative and responsibility of every state to define its aspirations, and to set its goals in each performance category. *Measuring Up 2000* will, we hope, encourage states to be explicit about often-vague goals and priorities. We urge them to use state-specific data to augment the comparative analysis offered here, and to target education policy, funding and accountability on improvement of performance. Better information is not an end in itself. The purpose of information, evaluation and comparison is constructive change and improvement on a state-by-state basis.

There is ample evidence that states are moving toward a more proactive policy posture in higher education. As they do, it is our hope that *Measuring Up 2000* will encourage them to define problems and choices by first assessing the educational conditions of the *people of the state*. Crucial questions include: "How well are state residents prepared for education and training beyond high school?" "What proportion of them enroll in and complete programs?" A state policy or budget approach that focuses exclusively on the needs, aspirations and efficiencies of institutions is unlikely to reach the broader questions of who is being served and who is not.

"*Measuring Up 2000* will, we hope, encourage states to be explicit about often-vague goals and priorities."

An obvious premise of *Measuring Up 2000* is that policy conversations about higher education should begin with issues of precollegiate preparation. From the state perspective, the quality of higher education depends heavily on the extent to which its elementary and secondary system equips its young residents for college-level learning. A challenge for state policy leaders, as well as for educators, is to view the entire education system from the perspective of those who must negotiate its levels and structures. For students, the continuum of learning should be the central reality, not organizational boxes that divide education for purposes of administration, policy, funding, accountability and regulation. Many cultures and attitudes that undergird the divided—sometimes fragmented—structures are residuals of an earlier era when the student who progressed from high school to college was the exception rather than, as now, the rule. These structures and divisions may still have utility, but our times call for greater emphasis on the educational continuum—what happens in elementary, middle and high school is directly relevant to the quality of higher education. Similarly, the quality of the public schools cannot be isolated from that of higher education.

A second premise of *Measuring Up 2000* is that state performance in higher education depends on the contributions of all the diverse higher education institutions in the state—public and private, two- and four-year, academic and vocational-technical, campus-based and distance-based, nonprofit and for-profit. Whatever the array of colleges and other institutions, all are part of the picture of state performance painted by *Measuring Up 2000*. Whatever the array, states have policy approaches that can encourage institutional performance to improve state performance. Such approaches can range from direct appropriations to student financial assistance to contracts, and all deserve consideration.

This first state-by-state report card on American higher education poses a set of policy issues about the development of human talent that are crucial to the success of the states and nation. These issues are formulated at the state level, where primary public policy responsibility for education is lodged. They reflect the economic and civic conditions of the early twenty-first century. We would like readers to find both hope and challenge in *Measuring Up 2000*—hope because the document reflects the great accomplishments of the last half-century, and challenge because great gaps in opportunity and educational achievement remain with us, gaps that all too often are related to geography and to family and individual wealth and income.

QUESTIONS AND ANSWERS ABOUT MEASURING UP 2000

Who is being graded in this report card, and why?
Measuring Up 2000 grades the states on their performance in higher education. States are responsible for preparing students for higher education through sound K–12 systems. The states provide most of the public financial support—more than $57 billion in 1999—for colleges and universities. Through their oversight, or governance, of public colleges and universities, state leaders shape the number and kinds of education programs in the state. They determine the limits of financial support and often influence tuition and fees for public colleges and universities. They decide how much state-based financial aid to make available to students and their families, and they determine the eligibility requirements for aid—which affect students attending both public and private colleges and universities. And state economic development policies influence the income advantage that residents receive from holding a college degree.

Many other publications offer ratings and rankings of colleges around the country. *Measuring Up* grades states—not individual colleges and universities—on their performance in higher education because it is the states that establish the basic guidelines for education and training beyond high school.

Why is a state-by-state report card needed for higher education?
Measuring Up 2000 provides state leaders with objective information they need to assess and improve higher education. State leaders have access to many types of comparative information on economic trends, children's health, and K–12 education. Through *Measuring Up*, state leaders for the first time can access comparative information on state performance in higher education—information that can help them identify the strengths and weaknesses of higher education in their state.

Who is this report card for?
Measuring Up was developed for governors, legislators and other state officials charged with responsibility for higher education. It is also made available to higher education leaders, business leaders, the media, and members of the general public who care about the performance of higher education.

What do you mean by "higher education"?
Higher education refers to all education and training beyond high school, including all public and private, two- and four-year, profit and nonprofit institutions.

Why are private institutions included in the report card?
Measuring Up provides states with an overall picture of their performance in higher education. Since private colleges and universities play a crucial role in providing opportunity and helping students achieve their educational goals, state higher education policy must be responsive to the opportunities offered by private institutions. Most states provide financial aid for students who enroll in either public or private colleges and universities; some states provide direct support to their private colleges. *Measuring Up* documents the effects these state policies have on opportunity for and achievement in higher education in the state.

What is graded in the report card?
The report card grades states in six performance categories: academic preparation, participation, affordability, completion, benefits, and student learning.

Preparation measures how well a state's K–12 schools prepare students for college-level education and training. The opportunities that residents have to enroll in and benefit from higher education depend heavily on the performance of their state's high schools.

Participation addresses the opportunities for state residents to enroll in higher education. A strong grade in participation generally indicates that state residents have high individual expectations for education and that the state provides enough spaces and types of educational programs for its residents.

Affordability measures whether students and families can afford to pay for higher education, given economic circumstances, financial aid, and the types of colleges and universities in the state.

Completion addresses whether students continue through their educational programs and earn certificates or degrees in a timely manner. Certificates and degrees from one- and two-year programs as well as the bachelor's degree are included.

Measuring Up 2000 provides state leaders with objective information they need to assess and improve higher education.

Benefits includes the economic and social benefits that the state receives as the result of having well-educated residents.

Learning is included to address the academic achievement of students in college-level education and training programs. All the states receive an Incomplete in this category.

Why do all the states receive an Incomplete for their performance in student learning?
How much and what students learn in college is perhaps the most important criterion for measuring success in higher education. Despite assessment activities in many states, however, there are currently no common benchmarks for student learning that would allow meaningful state-to-state comparisons. The Incomplete grade highlights a gap in our ability as a nation to say something meaningful about what students learn in college. (See "Grading Student Learning: Better Luck Next Time," page 174.)

The National Center encourages states to add their own data to the report card's categories to create a more detailed picture of state performance.

What information is provided but not graded?
The State Profiles provide important information that is not graded—either because the data are not available for all the states or because the information, though useful, is not based on performance outcomes. For instance, the State Profiles highlight gaps in state performance in providing opportunities for different income and ethnic groups as well as substantial changes in state performance over the last ten years. The State Profiles also provide information on the state's population, its economy, and its system of higher education—information that is helpful in providing a context for understanding performance.

Do states receive "credit" for facing difficult circumstances?
No. The grades are based solely on performance. In the State Profiles, however, "leading indicators" are provided, and these include economic projections and social measures that identify some of the long-term policy challenges facing the state.

What sources of information were used to determine the grades?
All the information in *Measuring Up 2000* was collected from national, reliable sources, including the U.S. Census and the U.S. Department of Education. All data are the most current available (in most cases from 1998), are in the public domain, and were collected in ways that allow effective comparisons among the states. (See page 185 for information about sources for each indicator.)

Does *Measuring Up* take into account promising state policies that have recently been introduced?
Some state policies—for example, the type and level of financial aid the state provides to its residents—can have an immediate effect on performance. Other state policies—for example, attempts to address the historic underrepresentation of low-income students—may not yet be reflected in the performance data. Recent policy initiatives are highlighted in "Some States to Watch" (page 162).

How is state performance determined?
Each performance category includes several indicators or quantitative measures—a total of 30 in the five categories for which grades are given. Grades were calculated based on each state's performance on these indicators, as explained in "How We Grade."

Does the report card grade on a curve?
No. The grades are determined by comparing each state to the best-performing states for each indicator.

What grading scale is used?
As shown in "How We Grade," the grades are based on the familiar 100-point scale: An "A" represents a score of 90 or above, and an "F" represents a score below 60.

Does the report card use data unique to a particular state?
Measuring Up 2000 uses data that are comparable for all the states. As a result, some states may find that their own internal data present a somewhat different picture of the state's strengths and weaknesses in higher education. The National Center encourages states to add their own data to the report card's categories to create a more detailed picture of state performance.

What happens if data are missing for a state?
When information is not available on a particular indicator, we assume that a state is doing no better or worse on that particular indicator than it is on the other indicators in that performance category. In effect, the missing score is imputed from the scores on those other indicators.

To what extent do the grades reflect the wealth or the race and ethnicity of the state's population?
The National Center's analysis indicates that about 25% of the distribution of grades across the 50 states is associated with factors like wealth and economic vitality. About a tenth is associated with race and ethnicity.

How does the report card account for the migration of people across state lines?

Migration affects two of the performance categories: participation and benefits. One of the indicators in the participation category accounts for the migration of young people, but the other indicator, due to limitations in the collection of the data, does not. To provide a context for the grades in participation, net migration for each state is reported in the State Profiles. In the benefits category, states receive credit for having an educated population since states reap the economic and social rewards whether or not residents received their education in that state. With the exception of the benefits category, all other graded performance categories recognize states for developing rather than importing talent.

Does the report card evaluate graduate education and research?

No. Colleges and universities perform many valuable functions besides those measured in *Measuring Up 2000*, including research, graduate and professional education, public service, and economic development. This first edition of *Measuring Up* focuses on education and training through the bachelor's degree because this is an area where all states have major policy responsibilities whether or not they have substantial commitment to other higher education functions. Systematic measures for evaluation and comparison of collegiate education and training have not been developed on a national basis, as is the case, for instance, with research and graduate education.

How often will the report card be published?

Every two years. The next report cards will be released in 2002 and 2004.

How can I find out more about the report card?

To learn more about *Measuring Up 2000*, please visit the National Center's home page at www.highereducation.org. At this web site you can:

- Compare any state with the best-performing states in each performance category.
- Compare indicator scores and state grades for any performance categories.
- Obtain source and technical information for indicators, weighting, and calculations.
- Download the entire report card.
- Link to other important sources on higher education policy.
- Find out more about the National Center for Public Policy and Higher Education.

HOW WE GRADE

Step 1. Identify the indicators

Indicators, or measures, are selected for each performance category—preparation, participation, affordability, completion, and benefits. All indicators used in *Measuring Up*:

- are important in assessing performance in the category,
- are collected regularly by reliable, public sources that follow accepted practices for data collection,
- are comparable across the 50 states, and
- measure performance results.

Step 2. Weight indicators

Each indicator is assigned a weight based on its importance to the performance category.

Step 3. Identify top states for each indicator

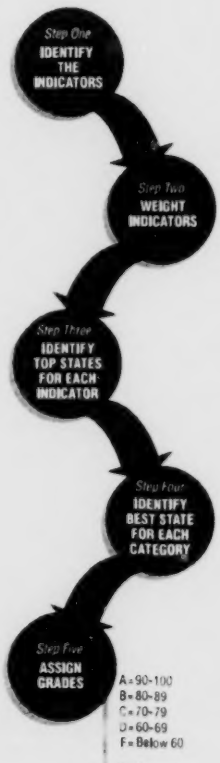
State results on each indicator are converted to a scale of 0 to 100, using the top five states as the benchmark. This establishes a high, but achievable standard of performance.

Step 4. Identify best state for each category

State scores for each category are calculated from the state's results on the indicators and the indicators' weights. These category scores are converted to a scale of 0 to 100 based on the performance of the top state in the category.

Step 5. Assign grades

Grades are assigned based on the category scores, using a grading scale common in many high school and college classes.



THE NATIONAL PICTURE

PREPARATION

NATIONAL HIGHLIGHTS: PREPARATION

How adequately are students in each state being prepared for education and training beyond high school?

PREPARATION

High School Completion
High School Credential

K–12 Course Taking
Math Course Taking
Science Course Taking
Algebra in 8th Grade

K–12 Student Achievement
Math Proficiency
Reading Proficiency
Writing Proficiency
Math Proficiency among Low-Income
College Entrance Exams
Advanced Placement Exams

As a nation, the United States has improved over the last decade on the extent to which its young residents are being prepared for college-level education and training. This improvement has been uneven, however, with wide disparities between and within states.

High School Completion

- States range from a high of 95% (North Dakota) to a low of 75% (Oregon) on the percentage of their residents who earn a high school diploma or a General Education Development (GED) diploma by age 24.
- Over the past decade, Kentucky has shown the largest increase on this measure, moving up by 12%.

There are wide gaps in the performance of different groups within states:

- In Oregon, 85% of white 18- to 24-year-olds have a high school or GED diploma, compared with only 42% for all other racial and ethnic groups.
- In Illinois, 97% of high-income 18- to 24-year-olds have a high school or GED diploma, compared with 62% for low-income 18- to 24-year-olds.

K–12 Course Taking

The nation as a whole has made large improvements in the percentage of high school students taking upper-level math and science.

- States range from a high of 61% (Nebraska) to a low of 27% (Alabama) on the percentage taking upper-level math.
- Over the past decade, Nebraska and Arkansas have led the nation in improving course taking in upper-level math and science. In Nebraska nearly 70% more high school students are now taking upper-level math than a decade ago. In Arkansas, about 140% more students are now taking upper-level science than a decade ago.

K–12 Student Achievement

- In Minnesota, 35% of 8th graders score at proficient levels or above on national assessments of math, making Minnesota the top performer on this measure.
- In Louisiana and Mississippi, only 7% of 8th graders score at proficient levels or above on national assessments of math.
- Connecticut has the largest gap in performance between low-income 8th graders and others: 31% of all 8th graders in Connecticut score at or above proficient on national assessments of math, while only 9% of low-income 8th graders have similar scores.

A Alaska, Connecticut, Illinois, Massachusetts, Nebraska, New Jersey, **Utah,** Wisconsin **B** Colorado, Iowa, Kansas, Maine, Maryland, Michigan, Montana, New Hampshire, New York, North Carolina, North Dakota, Vermont, Virginia **C** California, Delaware, Florida, Hawaii, Indiana, Kentucky, Minnesota, Missouri, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Washington, Wyoming **D** Arizona, Arkansas, Georgia, Idaho, Mississippi, Nevada, New Mexico, Oklahoma, West Virginia **F** Alabama, Louisiana

Utah is the top-performing state in preparation

PARTICIPATION

NATIONAL HIGHLIGHTS: PARTICIPATION

Do state residents have sufficient opportunities to enroll in education and training beyond high school?

The extent to which state residents are enrolling in college-level education has improved over the last ten years. In most states, however, participation in higher education varies a great deal by income and ethnicity.

Young Adults

- States range from a high of 43% (North Dakota) to a low of 20% (Nevada) on the percentage of 18- to 24-year-olds enrolled in higher education.
- Over the past decade New Hampshire has had the largest increase in the percentage of 18- to 24-year-olds enrolled in colleges and universities, from less than a fifth to more than a third enrolled—an increase of 91%.
- Other states that have had increases of over 50% in the percentage of 18- to 24-year-olds enrolled are: Alaska, Louisiana, Maine, Maryland, Mississippi, New Hampshire, Rhode Island, Vermont, and West Virginia.

Overall increases in the percentage of residents enrolled, however, have not been shared by all segments of the population.

- Some of the greatest disparities exist in Illinois, where 41% of white 18- to 24-year-olds are enrolled in college, compared to only 24% of young adults of all other racial and ethnic groups.
- In Alabama, 61% of 18- to 24-year-olds from high-income families are enrolled in college, while only 27% from low-income families are enrolled in college.

Working-Age Adults

Nationwide, a small percentage of working-age adults (ages 25 to 44) enroll part-time in higher education.

- In the best-performing state of Delaware, 6.3% of working-age adults enroll part-time in colleges and universities, while in Montana, only 1.8% do so.

PARTICIPATION

Young Adults
High School to College Rate
Young Adult Enrollment

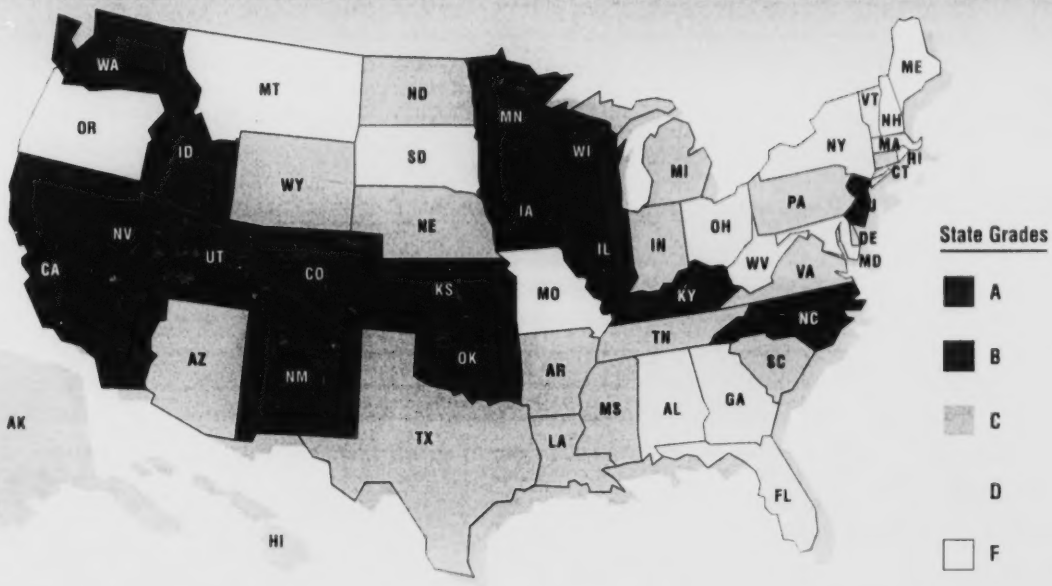
Working-Age Adults
Working-Age Adult Enrollment

A Delaware, Illinois, Kansas, Maryland, Massachusetts, Nebraska, Rhode Island **B** California, Colorado, Connecticut, Hawaii, Iowa, Michigan, Minnesota, New Jersey, New Mexico, New York, North Dakota, Virginia, Wisconsin, Wyoming **C** Alabama, Arizona, Indiana, Maine, Missouri, New Hampshire, Ohio, Oklahoma, Pennsylvania, South Dakota, Utah, Vermont, Washington **D** Alaska, Arkansas, Florida, Idaho, Kentucky, Mississippi, Montana, Nevada, North Carolina, Oregon, South Carolina, Tennessee, Texas, West Virginia **F** Georgia, Louisiana

Delaware is the top-performing state in participation.

THE NATIONAL PICTURE

AFFORDABILITY



NATIONAL HIGHLIGHTS: AFFORDABILITY

How affordable is higher education for students and their families?

AFFORDABILITY

Family Ability to Pay
At Community Colleges
At Public 4-Year Colleges
At Private 4-Year Colleges

Strategies for Affordability
Need-Based Financial Aid
Low-Priced Colleges

Reliance on Loans
Low Student Debt

The affordability of higher education for students and families in each state depends primarily on tuition levels at the various kinds of institutions in the state and on the level of financial aid provided to students and their families.

Family Ability to Pay

- *Public four-year colleges and universities:* In Utah, the best performing state on this measure, tuition (less student financial aid) at public four-year colleges and universities requires about 17% of family income. In Vermont, on the other hand, tuition (less student financial aid) accounts for about 39% of family income—double the amount in Utah.
- *Private four-year institutions:* Tuition (less student financial aid) at Utah's private institutions requires 20% of family income. In Maine and Rhode Island, tuition (less student financial aid) at private four-year colleges and universities requires 86% of family income—the highest percentage nationwide.
- *Community colleges:* In Mississippi, tuition (less student financial aid) at community colleges requires 15% of family income. In New York, on the other hand, tuition (less student financial aid) at community colleges accounts for 35% of family income—the highest in the nation.

Strategies for Affordability

- Illinois provides financial aid to low-income students and families at 124% of the level of federal aid to low-income students and families—making Illinois the best performer on this measure. Alaska and South Dakota provide no state financial aid targeted to low-income students and families.
- State investment in financial aid for low-income students is fairly low for most states. Only eight states provide aid at 70% or more of the level provided in the best performing states.

Reliance on Loans

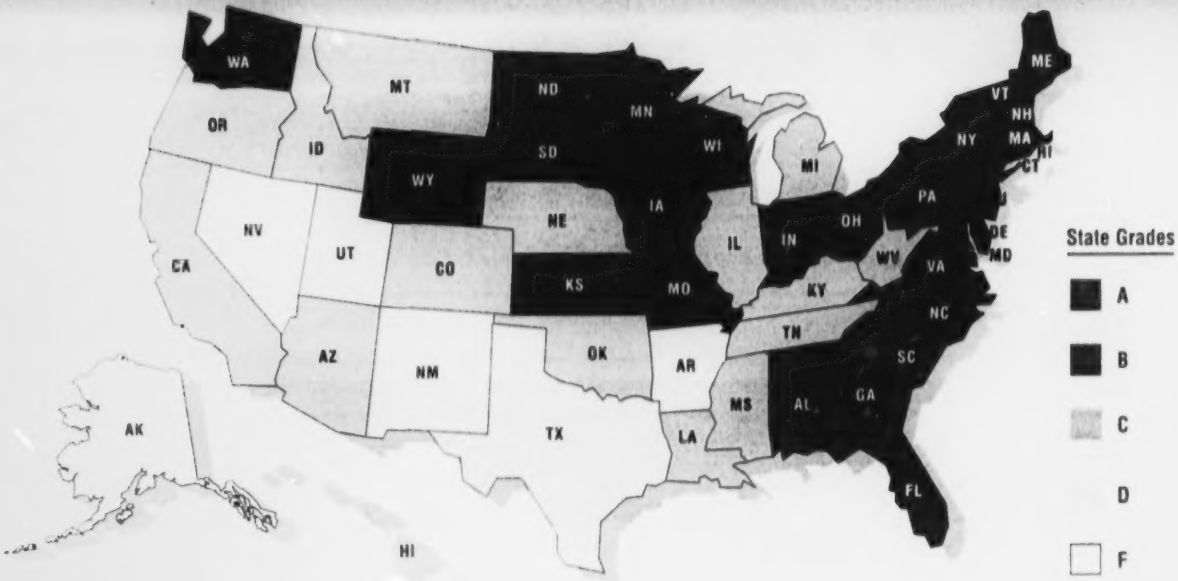
Students are going into debt to pay for college.

- Even in North Dakota, where students borrow the least amount, the average for all kinds of student loans is $2,923 annually. In Massachusetts, by contrast, the average loan is $4,719 annually.

A California, Illinois, Minnesota, North Carolina, Utah **B** Colorado, Idaho, Iowa, Kansas, Kentucky, Nevada, New Jersey, New Mexico, Oklahoma, Washington, Wisconsin **C** Alaska, Arizona, Arkansas, Connecticut, Delaware, Hawaii, Indiana, Louisiana, Michigan, Mississippi, Nebraska, North Dakota, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Wyoming **D** Alabama, Florida, Georgia, Maryland, Massachusetts, Missouri, Montana, New York, Ohio, Oregon, South Dakota, Vermont, West Virginia **F** Maine, New Hampshire, Rhode Island

California is the top-performing state in affordability.

COMPLETION



NATIONAL HIGHLIGHTS: COMPLETION

Do students make progress toward and complete their certificates and degrees in a timely manner?

Persistence

- In Connecticut, 84% of freshmen at four-year colleges and universities return for their sophomore year—making Connecticut the top performer on this measure. In Idaho, on the other hand, only 62% of freshmen at four-year institutions return for their sophomore year.

Completion

- Nationwide, only half (52%) of full-time, first-time freshmen at four-year institutions earn a bachelor's degree within five years. States range from a high of 68% (Vermont) to a low of 28% (Louisiana) on this measure.

Within many states, there are wide gaps in certificate and degree completion for different segments of the population.

- In Maryland, 16 certificates or degrees are awarded to white students for every 100 enrolled, while only 10 certificates or degrees are awarded to black students for every 100 enrolled.
- In Illinois, 16 degrees are awarded to white students for every 100 enrolled, while only 9 degrees are awarded to Hispanic students for every 100 enrolled.

COMPLETION

Persistence
Students Returning at 2-Year Colleges
Students Returning at 4-Year Colleges

Completion
Bachelor's Degree Completion
All Degree Completion

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A Iowa, Massachusetts, **New Hampshire,** New York, Pennsylvania, Rhode Island, Vermont B Alabama, Connecticut, Delaware, Florida, Georgia, Indiana, Kansas, Maine, Maryland, Minnesota, Missouri, New Jersey, North Carolina, North Dakota, Ohio, South Carolina, South Dakota, Virginia, Washington, Wisconsin, Wyoming C Arizona, California, Colorado, Hawaii, Idaho, Illinois, Kentucky, Louisiana, Michigan, Mississippi, Montana, Nebraska, Oklahoma, Oregon, Tennessee, West Virginia D Arkansas, New Mexico, Texas, Utah F Alaska, Nevada

New Hampshire is the top-performing state in completion.

THE NATIONAL PICTURE

BENEFITS

NATIONAL HIGHLIGHTS: BENEFITS

What benefits does the state receive as a result of having a highly educated population?

BENEFITS

Educational Achievement
Adults with Bachelor's Degree or Higher

Economic Benefits
Increased Income from Education

Civic Benefits
Population Voting
Charitable Contributions

Adult Skill Levels
Quantitative Literacy
Prose Literacy
Document Literacy

Educational Achievement

Nationwide, the percentage of the population with a bachelor's degree has increased over the last decade.

- States range from a high of 37% (Maryland) to a low of 17% (West Virginia) on this measure.
- In Missouri, the state that has made the most headway on this measure over the past decade, the percentage of the population with a bachelor's degree has increased from 18% to 28%—an increase of 60%.
- Oregon is the only state that has not seen growth on this measure over the past decade; it has held steady at just under 25%.

Economic Benefits

States that have a high proportion of the population with a bachelor's degree tend to reap great economic benefits from their population.

- Maryland, the top-performing state for bachelor's degree attainment, is also the top performer in the increase in total personal income as a result of the percentage of its population with a bachelor's degree.

Civic Benefits

- In Minnesota, where 31% of the population has a bachelor's degree, the percentage of residents voting is the highest in the nation (based on 1996 and 1998 elections).
- In New York, of those residents who itemize on federal income taxes, 94% declare charitable gifts—the highest in the nation. Nearly a third of New York's population has a bachelor's degree.

Adult Skill Levels

- The population of Colorado, 35% of which has a bachelor's degree, enjoys the highest levels of literacy skills in the nation, as measured by national surveys.

A Colorado, Connecticut, Delaware, **Maryland,** Massachusetts, Minnesota, New Jersey, Rhode Island **B** Alaska, Arizona, California, Illinois, Kansas, Michigan, Montana, Nebraska, New Hampshire, New York, Pennsylvania, South Carolina, Utah, Vermont, Virginia, Washington, Wisconsin **C** Alabama, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Texas, Wyoming **D** Arkansas, Kentucky, Louisiana, North Carolina, Tennessee **F** West Virginia

Maryland is the top-performing state in benefits.

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LEARNING

NATIONAL HIGHLIGHTS: LEARNING

What do we know about student learning as a result of education and training beyond high school?

All states lack information on the educational performance of college students that would permit systematic state or national comparisons. Their Incomplete grades highlight a gap in our ability as a nation to say something meaningful about what students learn in college. For more information on this topic, please see "Grading Student Learning" (page 174).

LEARNING

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INCOMPLETE All states

STUDENT PROFILE: AMY LEI

By Pamela Burdman

BY THE TIME astronomy class gets going at 8:20 A.M. at City College of San Francisco, Amy Lei has staked out her front-row-center seat, eaten her peanut butter and jelly sandwich, and heard about a classmate's latest heartthrob.

Mr. Stanford opens class with an animated discussion of new discoveries about Mars from the morning's *New York Times*. But Amy, having declared astronomy "a snoozer," has only one thing on her mind: whether the Mars article will be on tomorrow's midterm.

"It might find its way on there. I have been known to put a current events question on," said Stanford, to Amy's exasperation.

"That's the kind of stuff I hate," she said. "Maybe it is, maybe it's not."

So, just to be sure, Amy will review planetesimals and proplyds, Kelvin-Helmholtz Theory and the Newman Kepler laws. And she'll try to remember that the Orion Nebula is 1,500 light years away.

It's summer session, but 19-year-old Amy can't take any risks with her grades. She is one of some 40,000 Californians intent on enrolling at the University of California at Berkeley in the fall of 2001. Some will apply straight from high school. Others, like Amy, seek to transfer from community colleges.

"My friends at Berkeley tell me there are great minds there," she said. "You're really challenged."

Ordinarily, Amy would need a B average in order to transfer to UC Berkeley under the campus' Cooperative Admissions Program. But she recently decided she doesn't want just any seat at the prestigious institution, but a prized spot at Berkeley's Haas School of Business. "I have to get a 4.0 to stay in the race," she said.

With the outcome hardly guaranteed, Amy has memorized a complex array of entrance requirements to be sure she also qualifies for the College of Letters and Sciences, where she would probably choose to major in psychology. "You have to be really strategic," she observed.

Amy, whose sense of humor is never far from the surface, says this is the life for which she was destined. She was born in Shanghai, where urban couples were allowed to have only one child. So all her parents' dreams and aspirations are focused on her. They named her Kejing, which she translates from Chinese as "hard-working."

"As an only child, there's so much pressure," she said. "I could be 'babbling brook' or 'pretty flower,' but no, it's 'hard-working.' My parents are always saying they had to uproot their way of life for me to have a good future," she added. The family left Shanghai when Amy was nine.

Although Amy has adopted the traditional values of her parents, she has infused them with American ideas. It's hard for her parents to understand, for example, why she tells them not to "stress out," presses them to let her get a driver's license, or insists on having fun.

" 'Fun' is something that's hard to explain to them. They'll say, 'We didn't have fun when we were kids. We don't have the luxury of being kids because we're immigrants.' I do want to do well, but I'm a teenager," she said.

Amy Lei, 19, of San Francisco, used to think that community college was only "for people who missed out"—but after her first year at City College of San Francisco, she's changed her mind.

"City College has such a mix of different people. You've got your 18-year-olds fresh out of public high school or your 45-year-old who's just doing this for kicks. I get a lot of classes where people are my parents' age."

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Amy had always intended to go to UC Berkeley. Along with 315 of her classmates, she applied to Berkeley during her senior year at San Francisco's Lowell High School.

Competitive admissions were familiar enough to the Lei family. In China, college matriculation was determined by a nationwide exam. Amy's father, a high school physics teacher for 19 years, had helped hundreds of students prepare for college. So her parents weren't surprised that Amy had to compete for admission to Lowell, one of California's top-ranked public high schools.

Racial issues, on the other hand, were new to the Leis. The rollback of affirmative action at the University of California made national headlines, but Lowell High also became a civil-rights battleground during the years Amy was there. In 1994 a group of Chinese American parents sued the school over admissions requirements that limited the number of Chinese Americans who could be admitted.

Since then, a judge has ordered the school to change its policies, but the Leis and many other recent Chinese immigrants remain wary of any so-called qualitative admissions requirements.

At Lowell, competition doesn't end after a student gains admission. Stories abound about freshmen bursting into tears upon receiving their first report card. Most are striving for the grades that will take them on to elite colleges, and for many that means U.C. Berkeley. In fact, Lowell sent 43 of its graduates to U.C. Berkeley last year—more than any other high school in the state.

"From middle school to high school, you're praying to go to Lowell. From high school to college, you're praying to go to Berkeley," Amy explained.

Not getting in was devastating, especially because of her parents' expectations.

"The Asian students take it a lot harder, because it's the only school their parents know," she said. "It's spelled out that you're not leaving California. It's spelled out that you're not leaving northern California. They break it down for me: It's a good school. It's cheap. You can come home. You can do your laundry."

With a 3.75 grade-point average and 1340 on her SATs, Amy considered herself a good candidate. "I'm not cream of the crop, but I definitely was above average," she said. "When I didn't get accepted, it was so hard. It was like the hardest time in my life. One day I cried nonstop through all seven of my classes."

"When I didn't get accepted (to UC Berkeley), it was . . . the hardest time in my life. One day I cried nonstop through all seven of my classes."

Six of her teachers wrote appeal letters for her, but the decision stood. The experience has turned Amy into a critic of UC Berkeley's holistic review process, adopted after the UC Regents abolished affirmative action and insisted on race-neutral admissions.

"They don't know how many lives are ruined," Amy complained. "They have no clear standards. We have people who don't seem so outstanding, but they get accepted. That's fine, but you have to accept the people above them. They have to have some written policy of what they want."

With few exceptions, the cutoff for admission to the University of California system is strictly quantitative. Students like Amy whose grades and test scores place them in the top one-eighth of the state's high school graduates are considered "UC eligible." But that doesn't mean they can attend the campus of their choice.

Though UC Berkeley and UCLA rejected her, Amy could have chosen to attend a less competitive UC campus, such as Santa Cruz or Riverside, but her parents wanted her closer to home. "They were mad at me for applying to UCLA," she quipped.

She was accepted at San Francisco State University and almost enrolled there. But Amy's teachers convinced her to stick to her guns about attending Berkeley—by transferring from a community college.

Because Amy's grades were promising, UC Berkeley offered her a spot in the Cooperative Admissions Program (CAP). The program guarantees a junior class slot for students who take 60 units of UC-approved courses at participating community colleges and maintain a B average.

Even though she knew that the transfer program would eventually enable her to enroll at UC Berkeley, it wasn't easy for Amy to swallow her pride and attend a community college.

Joel Sartore

Amy Lei with parents Philip and Pancy.

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"It was hard to put down your ego and say you're going to City College, because City College has a reputation that it's for people who missed out. It was hard to say I'm going to go to school with those people."

Her perspective changed substantially once she became immersed in classes and activities at City College of San Francisco.

One of the largest and most diverse community colleges in the country, City College serves about 90,000 students a year at eight campuses and dozens of other instructional sites. The school offers a diverse program in some 150 academic and occupational disciplines. These include free noncredit courses in citizenship and English as a second language.

" 'Fun' is something that's hard to explain to (my parents). They'll say, 'We didn't have fun when we were kids. We don't have the luxury of being kids because we're immigrants.' I do want to do well, but I'm a teenager."

Admission is open, and tuition of just $11 per credit unit makes it a bargain. Along with the other 105 community colleges in California, City College provides a gateway to the University of California's 8 undergraduate campuses and to the 22 campuses of California State University.

One criticism of community colleges is that they don't offer the rich on-campus experience of four-year universities. That may be so, but Amy seems to be taking advantage of everything City College has to offer.

She leaves home before 7 o'clock each morning, fleece coverlet and windbreaker shielding her from San Francisco's summer fog. Though the streetcar ride from her West Portal neighborhood to City College takes only ten minutes, Amy is not one to be late.

As soon as her two morning classes are over, Amy is off to the office of the Dean of Student Activities, where she earns $13 an hour working half-time as a clerk. She got the job after serving as an executive assistant to the Associated Students organization.

Amy is also treasurer of the Asian Students Association, a group she started with some friends after the earthquake in Taiwan in 1999. The group raised about $700 and sent their donation through a Buddhist temple.

The club has sponsored fundraisers and cultural celebrations. But Amy is concerned that on a two-year campus, the organization will not survive. "I'm pretty sure that as soon as we leave, it'll just die," she said.

Amy heads BETA (Better Education Through Action), a group that promotes a controversial website where students can evaluate their instructors. She is also a volunteer at the Mayor's Office on Homelessness and Poverty and at the Lowell Sports Foundation.

"I'm so glad I'm doing what I'm doing," she said. "I'm meeting so many people I wouldn't have met. I've made good friends here. City College has such a mix of different people. You've got your 18-year-olds fresh out of public high school or your 45-year-old who's just doing this for kicks. I get a lot of classes where people are my parents' age."

Taking classes at City College has also helped Amy decide on her major. At Lowell she was a math tutor for three years, and she thought about a career in teaching. Her father, a teacher himself, wanted Amy to try something more ambitious. Her volunteer work on homeless issues piqued her interest in public policy, and her new plan is to enroll for a business degree, with coursework in nonprofit management.

For now, Amy is well on her way to meeting her goal of attending UC Berkeley. With astronomy and anthropology, the two summer courses she's completed, and the three Advanced Placement tests she passed in high school, Amy has completed 55.9 units.

That leaves her an entire year to complete the additional 4.1 units she needs to ensure herself a seat at UC Berkeley. She is already exploring options for concurrent enrollment so she can get a head start on her Berkeley classes.

Amy is confident about clearing the CAP hurdles, but admission to UC Berkeley's Haas School of Business is a taller order. Last year, Haas admitted only 11 percent of its transfer applicants.

Amy says she grew up with the philosophy that "hard work will give you everything you ever wanted." In the case of her application to Haas, she's hoping that's true.

Pamela Burdman is a freelance writer and former higher education writer for The San Francisco Chronicle.

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STUDENT PROFILE: VERNITA SMALL

By Kathy Witkowsky

IN A SMALL STOREFRONT Pentecostal church on the blighted West Side of Chicago, Vernita Small—"Sister Vernita," as her congregation refers to her—stood this summer and testified about the blessings in her life.

Accompanied by the rising and falling rhythms that her ten-year-old son Aaron played on drums, encouraged by the enthusiastic rattling of tambourines and interrupted by frequent choruses of "amen" and "praise to Jesus" from about two dozen women and children in the congregation, Vernita listed the things she was thankful for—her three children: Aaron, nine-year-old Austin and five-year-old Aaric; her pastor; a guest; and finally, her sense of self.

"I've been thinking a lot about what I've been through," she said, her usually calm and level voice shuddering with emotion, her red blouse and gold shoes shimmering in the fluorescent lights. "Ten years ago I had no self-esteem, no self-worth," she continued. "People can build you up (*amen!* someone cried) and then run you down (*amen!*)," she said, "but once God gives you self-esteem, you keep it." *Amen! Amen! Amen!*

The 30-year-old divorced mother may seem an unlikely candidate for healthy self-esteem, let alone for higher education. Thanks to good luck and perseverance, she is on the way to both.

Born and raised in the predominantly black south Chicago suburb of Markham, Vernita was the second of six girls her mother had with five different men. Her mother, a special education teacher with an associate's degree, physically abused her. Her father was largely absent. Her stepfather sexually abused her, she said, and on homecoming night of her junior year she moved in with a friend's family. In the spring of 1988, she graduated from Hillcrest High School, but with mediocre grades that she now attributes in large part to depression.

> "I always wanted to go to a four-year college, live in a dorm. . . . I used to think, 'Who's going to pay for it?' "

"Most teenagers that experience what I went through ended up on the streets, on drugs, prostituting," said Vernita, who seems more astonished than angry at what she endured.

Instead, Vernita is a social-service assistant for the Head Start program at Malcolm X College, one of the City Colleges of Chicago, and has completed three college-level courses. Her goal is a master's degree in social work, with a focus on families with special-needs children. She knows about heading such a family: her middle son, Austin, has attention deficit hyperactivity disorder.

Vernita always wanted to continue her education; she just couldn't figure out how or where. Many of her peers at Hillcrest High School, which was racially and economically integrated, headed off for college immediately after graduation. "I saw them excelling in school. They had supportive parents. They were picking out colleges. And there I was by myself, hardly making it out of high school," she recalled. She often visited her school guidance counselor, whom she liked, but instead of helping her plan for her future he "basically helped me get through the day," she said.

Larry Evans, Black Star

Vernita Small is pursuing an associate's degree in child development at Malcolm X College in Chicago. She also works full-time, is active in her church, and has her sights set on a master's degree in social work.

"To be honest, I've always been a little jealous because I always wanted to go to a four-year college, live in a dorm," she said during a break in the church service. But she never imagined it was within her grasp. "I used to think, 'Who's going to pay for it?' " she recalled, as she picked at a homemade lunch of chicken, mashed potatoes, cabbage, cornbread and watermelon served up by members of the congregation.

So Vernita applied to the Air Force. Her idea was to get some technical training—"I wasn't trying to get into the plane!" she added, laughing at the thought. She scored "exceptionally high" on a standardized aptitude test and was told she could have her pick of fields, though her best bet

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would be office and clerical work. She was prepared to enlist a few months after graduation, but that summer she joined a Pentecostal church and changed her mind.

She stayed in Markham and held a series of part-time jobs: bed-maker at a nursing home, school bus attendant, cafeteria worker. She kept thinking there was something better out there, but she didn't have the slightest idea of how to find it. "I was just treading water," she said.

In December 1988 Vernita met her future husband. They married the following October and moved to Chicago. Vernita was 19. Her husband was a drill-press operator, and, except for a year when she offered in-home childcare and worked as a housekeeper, he supported her while she cared for their children.

"Attitude determines aptitude."

The marriage broke up in November 1995, and Vernita was forced to go on welfare. "I felt degraded," she said. "You know, you have a plan for your life, and it did not work that way. And I was extremely upset."

Then a woman at her church told her about a part-time secretarial position within the Head Start program at Malcolm X College. She got the job and eventually weaned herself from public assistance. (Today she survives on about $2,000 a month, a combination of income from her job, child support garnished from her ex-husband's wages, and money from the Social Security Administration for Austin's special needs.)

Better yet, she was working in an atmosphere where education mattered, and where she was surrounded by people who were succeeding at it. "I saw younger people that were getting their degrees. I talked to people my age who had their degrees and were settled in their careers," she said.

Larry Evans, Black Star

Vernita Small with her children.

Working at the college and seeing the Head Start program, Vernita realized what she wanted to do with her life. "Being in the midst of the children, I could see that a lot of them had special needs that the parents weren't dealing with," she said. That resonated with Vernita, who was still struggling to get the proper care for Austin.

He had rages and would chase his brothers around the house with knives. He cut up curtains. One morning, Vernita awoke to find him cutting her hair. "I really needed help—because he was making me crazy. It's one of the biggest obstacles I've had to face," she said.

After a frustrating battle with school authorities, Vernita managed to get Austin enrolled in a special-needs school in Westchester, Illinois. But, she said, "all they wanted to do was medicate him." Against recommendations, Vernita took Austin off medication. With the help of prayer and hard work, she said, he is doing much better. Last spring, he made the second-grade honor roll.

Her ordeal made her more empathetic. "I realized how hard it is on the parent, on the siblings. And on the child, too.

"And so I decided that there's a lot more parents out there that are in denial—especially in black families," Vernita said. "They just go into denial: 'Oh, he just needs a whopping.' Or they're misinformed. Or they're informed but they're overwhelmed.

"Whether it's a physical, emotional or mental disability, (these children) deserve to have an education just like everybody else—and they deserve to be a part of society. So I decided to go into the field."

In the fall of 1998, with the goal of earning an associate's degree in child development, Vernita took two classes at Malcolm X: child development and social science. She also was promoted to full-time social-service assistant for the Head Start program, which means she is in charge of intake and enrollment for the daycare center and helps with referrals for clients' other needs.

Last April, Vernita took a case management course at Chicago State University, and she earned an A. That is when she started setting her sights a little higher and decided to pursue a master's degree in social work.

She doesn't know much about being a social worker, beyond her limited experience at Head Start. "For me, it's a privilege to be able to help somebody," she said. It's something that comes naturally to her, she added. She often helps out the elderly in her neighborhood by cleaning or cooking for them, and takes food to members of her congregation when they're ill.

But Vernita knows that volunteering her time is not the same thing as being a professional social worker. What she needs more than anything right now, she said, is a mentor—

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someone who can walk her through the educational process, help her make the right decisions, give her good contacts. Up to this point, she has been flying solo, improvising as she goes along.

In the meantime, she is trying to help her children, by showing them the world beyond their gang- and drug-infested West Side neighborhood. She takes them to Lincoln Park and Brookfield zoos and to the Chicago Children's Museum at Navy Pier. She brings them to restaurants, where she reminds them "not to embarrass themselves." She insists they be impeccably dressed, polite and dignified.

Her efforts have paid off. Her sons call her "ma'am," as in "Yes, ma'am," and "No, ma'am." The two older ones iron their own clothes and dress their younger brother, even if they don't always make the best choices. They clean up after themselves at a restaurant, even though that's the waiter's job.

Aaron displays remarkable talent as the church drummer. Vernita thinks he should study music, and she is encouraging Austin's artistic abilities as well. It is too early to tell what Aaric's strengths are, but Vernita knows she wants all three of her sons to go to college right out of high school, not to wait—like she did—until they're 30 years old before they focus on a career. "With me, it was like total accidental everything," she said. "I literally lived my life through trial and error."

The past few months have brought good news for Vernita. She qualified for a brand-new subsidized condominium near Malcolm X College that will cost her only $535 a month, compared to the $700 she had been paying for a rundown apartment further from the school. And under a new educational initiative by the Chicago Department of Human Services, which runs the city's Head Start program, she can earn her associate's degree tuition-free.

Vernita is thrilled. "This is a very big stepping stone for me," she said.

But she doesn't plan to stop there. "I tested the waters, and I just didn't feel like I would be really fulfilled just doing one step. So I said I may as well go all the way." In ten years, she said, she wants to be able to look back and see something she has attained that "I didn't have to wait for someone to give me."

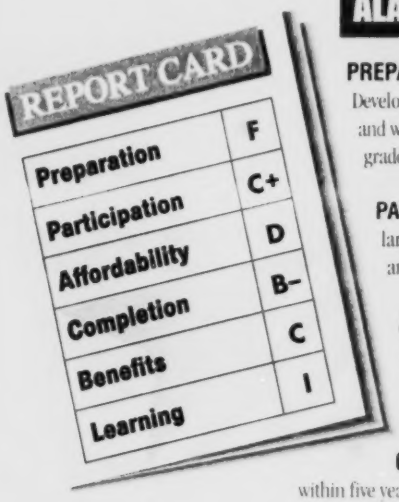
"Attitude determines aptitude," she murmured approvingly during one of her pastor's recent sermons. Her pastor was encouraging the congregation to think big, and that's what Vernita is doing.

"If I'm going to fight an uphill battle," she said, "I might as well feel fulfilled by the time I get to the top of it."

Kathy Witkowsky is a freelance writer who lives in Missoula, Montana.

> "I saw younger people that were getting their degrees. I talked to people my age who had their degrees and were settled in their careers."

ALABAMA



PREPARATION. A fairly large percentage of young adults in Alabama earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform very poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. A very small proportion of 8th graders enroll in algebra, and a very low proportion of high school students take college preparatory courses.

PARTICIPATION. A low percentage of Alabama's students go on to college immediately after high school. But a fairly large proportion of young adults (ages 18 to 24) and a somewhat larger proportion of working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

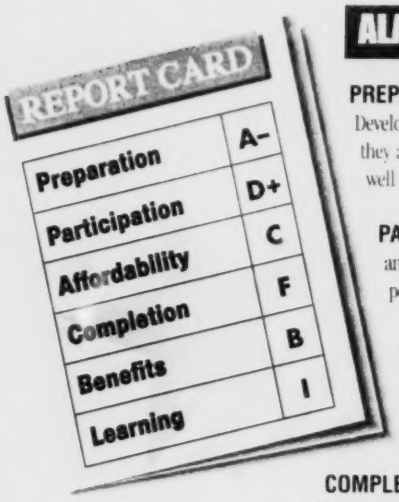
AFFORDABILITY. Alabama requires families to devote a relatively large share of family income, even after financial aid, to attend the state's public two- and four-year colleges and universities, and these institutions enroll about 9 out of 10 students in the state. Alabama invests almost nothing in financial aid for low-income students and families, compared to the best-performing states.

COMPLETION. A fairly small proportion of Alabama's first-time, full-time college students earn a bachelor's degree within five years of enrolling. But a large proportion of students complete certificates or degrees relative to the number enrolled.

BENEFITS. A small proportion of Alabama residents have a bachelor's degree and this impairs the state economically. But Alabama residents contribute substantially to the civic good, as measured by charitable contributions and the percentage of residents who vote.

LEARNING. Like other states, Alabama lacks information on the educational performance of college students that would permit systematic state or national comparisons.

ALASKA



PREPARATION. A very large proportion of Alaska's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders score very high on national assessments of math, indicating that they are well prepared for challenging math coursework in high school. Very high proportions of 11th and 12th graders perform well on college entrance exams, but small proportions perform well on Advanced Placement tests.

PARTICIPATION. A very low percentage of Alaska's high school graduates enroll in college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in college-level education or training. But a large percentage of Alaska's working-age adults (ages 25 to 44) are enrolled in postsecondary education or training programs.

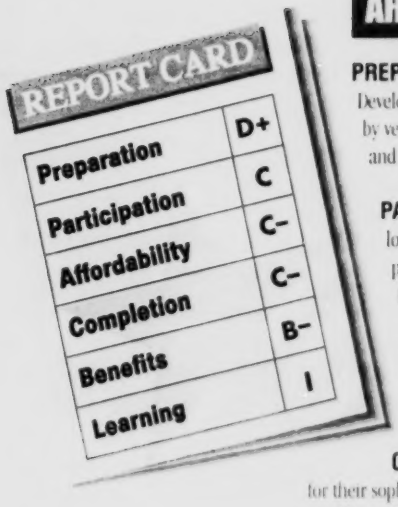
AFFORDABILITY. Alaska compares well to the best-performing states on the share of family income required, after financial aid, to attend the state's four-year public colleges and universities; these institutions enroll 97% of the state's students. Alaska is one of the best-performing states on the same measure for private four-year institutions, though these enroll only 3% of the state's college students. But Alaska makes no investment in financial aid for low-income families.

COMPLETION. Alaska's very low score in this area is due to the very small proportion of college students completing certificates and degrees relative to the number enrolled.

BENEFITS. A fairly high percentage of Alaska residents have a bachelor's degree and this significantly strengthens the state economy. Alaska residents contribute substantially to the civic good, as measured by charitable contributions and the percentage of residents voting.

LEARNING. Like other states, Alaska lacks information on the educational performance of college students that would permit systematic state or national comparisons.

ARIZONA



PREPARATION. A large percentage of Arizona's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But the state's 8th graders are not being prepared to achieve academically, as measured by very low scores on national assessments in math, low scores in writing, and fair scores in reading. Small proportions of 11th and 12th graders perform well on college entrance exams, and very low proportions perform well on Advanced Placement tests.

PARTICIPATION. A very small percentage of students in Arizona go on to college immediately after high school, and a low proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a very high percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training, making the state a top performer for this measure.

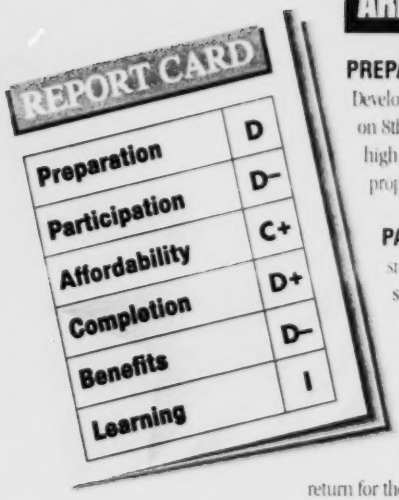
AFFORDABILITY. Arizona requires families to devote a relatively large proportion of family income, even after financial aid, to attend Arizona's public two- and four-year colleges and universities; these institutions enroll 85% of the state's students. Arizona invests almost nothing in financial aid for low-income students and families.

COMPLETION. A high proportion of freshmen at Arizona's public and private four-year colleges and universities return for their sophomore year. But a low proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Also, few students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Arizona residents have a bachelor's degree, but even this rather small proportion significantly strengthens the state economy. Arizona residents contribute substantially to the public good, as measured by charitable contributions. Also, high proportions of Arizona's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Arizona lacks information on the educational performance of college students that would permit systematic state or national comparisons.

ARKANSAS



PREPARATION. A very large proportion of young adults in Arkansas earn a high school diploma or a General Education Development (GED) diploma by age 24. But an extremely low percentage of 8th graders enroll in algebra. Student performance on 8th grade national assessments is very poor, indicating inadequate preparation for students interested in taking challenging high school courses. Only a fair proportion of high school students enroll in upper-level math and science, and very small proportions of high school juniors and seniors score well on college entrance exams.

PARTICIPATION. A fairly low percentage of students in Arkansas go on to college immediately after high school, and a small proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. Very few of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

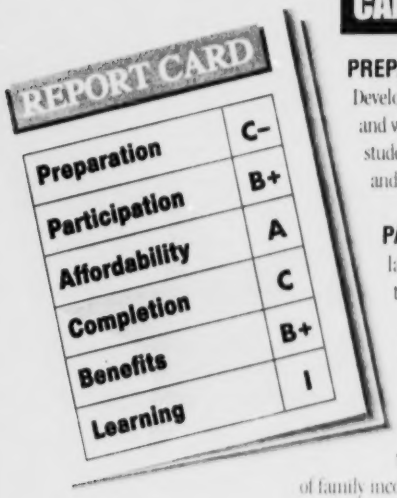
AFFORDABILITY. Arkansas compares well to the best-performing states on the share of family income required, after financial aid, to attend public two- and four-year colleges and universities, which account for over 87% of statewide enrollment. But the state invests very little in financial aid for low-income students and families.

COMPLETION. Large proportions of Arkansas' first-year students at two- and four-year colleges and universities return for their second year. But very low proportions of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Also, few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very small percentage of Arkansas residents have a bachelor's degree and this impairs the state economically. Also, very few of Arkansas' adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Arkansas lacks information on the educational performance of college students that would permit systematic state or national comparisons.

CALIFORNIA



PREPARATION. A large proportion of young adults in California earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform very poorly on national assessments of math, reading and writing, indicating that they are not well prepared for challenging high school courses. Comparatively few high school students enroll in upper-level math and science. On the other hand, very large proportions of California's high school juniors and seniors score well on Advanced Placement tests.

PARTICIPATION. A fairly good proportion of students in California go on to college immediately after high school. Very large percentages of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

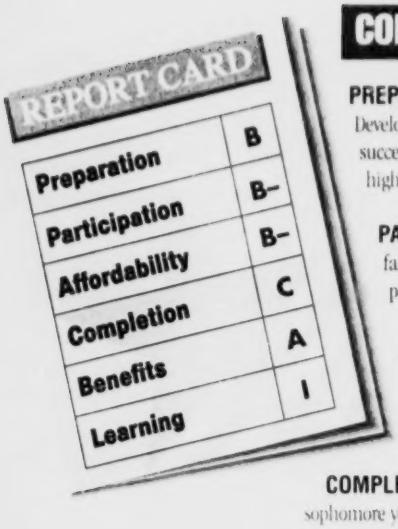
AFFORDABILITY. California requires families to devote a relatively large share of family income, even after financial aid, to attend public four-year colleges and universities. Private institutions, which account for 17% of enrollment, also require a relatively high proportion of family income to attend. The state has done poorly in providing financial aid to low-income students. However, California's overall grade in this category is very high because of the exceptionally low tuition at California's community colleges (which represent 48% of student enrollment statewide) and the very low share of family income that the state's poorest families need to pay for tuition at the community colleges.

COMPLETION. Very large proportions of freshmen at California's public and private four-year colleges and universities return for their sophomore year. Fairly large proportions of first-time, full-time students earn a bachelor's degree within five years of enrolling. But few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A high percentage of California residents have a bachelor's degree and this substantially strengthens the state economy. A large proportion of California's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, California lacks information on the educational performance of college students that would permit systematic state or national comparisons.

COLORADO



PREPARATION. A very high percentage of young adults in Colorado earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders are fairly well prepared with the academic skills needed to succeed, as measured by national assessments in math, reading and writing. Colorado is a top state in the performance of its high school juniors and seniors on college entrance exams.

PARTICIPATION. A fairly low percentage of Colorado's students go on to college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a very large percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

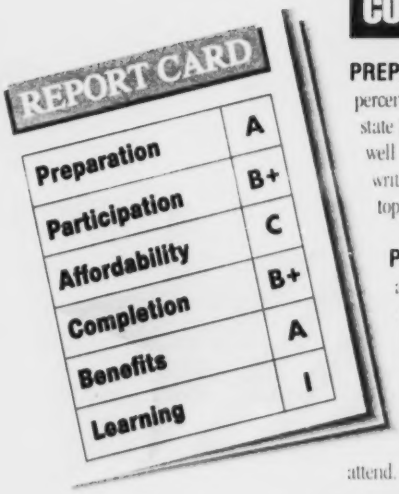
AFFORDABILITY. Colorado compares well to the best-performing states on the amount of family income required, after financial aid, to attend the state's public two- and four-year colleges and universities, which enroll 85% of the state's students. However, Colorado makes a very limited investment in need-based financial aid, and the state performs poorly on the share of income that the poorest families need to pay for tuition at the lowest-priced colleges in the state.

COMPLETION. A high proportion of freshmen at Colorado's public and private four-year colleges and universities return for their sophomore year. Only a fair percentage of first-time, full-time students earn a bachelor's degree within five years of enrolling. Also, only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very high percentage of Colorado residents have a bachelor's degree and this significantly strengthens the state economy. State residents contribute substantially to the public good, as measured by voting and charitable contributions. A very large proportion of the state's adults perform well on national assessments of high-level literacy, making Colorado a top-performing state on this measure.

LEARNING. Like other states, Colorado lacks information on the educational performance of college students that would permit systematic state or national comparisons.

CONNECTICUT



PREPARATION. Connecticut is one of the best-performing states in preparing its young people for college. A very high percentage of young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state is a top performer in the percentage of 8th graders enrolled in algebra, and a very high proportion of 8th graders perform well on national assessments in math, reading and writing, making Connecticut a best-performing state on the reading and writing measures. A substantial proportion of high school students enroll in upper-level math and science, and the state is a top performer in the proportion of high school juniors and seniors who score well on Advanced Placement tests.

PARTICIPATION. A fairly high percentage of students in Connecticut go on to college immediately after high school, and a very high percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school, making the state a top performer on this measure. The state also does well in providing college-level education and training opportunities for its working-age adults (ages 25 to 44).

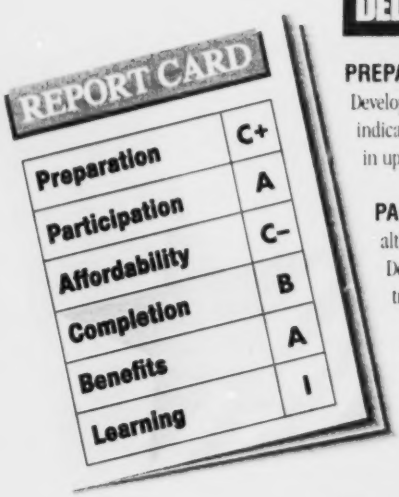
AFFORDABILITY. Connecticut requires families to devote a relatively large share of family income, even after financial aid, to attend public two- and four-year colleges, which enroll about 58% of students statewide. Private institutions, which account for 42% of the state's enrollment, also require a very large share of family income to attend. The state makes only a fair investment in financial aid for low-income students.

COMPLETION. Connecticut is a top performer on the proportion of freshmen in the state's public and private four-year colleges and universities who return for their sophomore year, and in the proportion of first-time, full-time students who earn a bachelor's degree within five years of enrolling. However, only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very high percentage of Connecticut residents have a bachelor's degree, making the state a top performer on this measure. This considerably strengthens the state economy. Connecticut residents contribute substantially to their state's well-being, as measured by voting and especially charitable contributions.

LEARNING. Like other states, Connecticut lacks information on the educational performance of college students that would permit systematic state or national comparisons.

DELAWARE



PREPARATION. A very high percentage of Delaware's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But 8th graders perform poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. The percentage of high school students enrolling in upper-level math and science is fairly low.

PARTICIPATION. A fairly high proportion of students in Delaware go on to college immediately after high school, although a rather low percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school. Delaware is a top performer in the percentage of working-age adults (ages 25 to 44) enrolled in college-level education or training.

AFFORDABILITY. Delaware requires families to devote a relatively large share of family income, even after financial aid, to attend the state's public four-year colleges, which enroll 63% of the state's college students. However, the state does well on the same measure for public two-year colleges, and these institutions enroll about 21% of students statewide. Delaware invests very little in financial aid for low-income students and families. And students in the state rely more on debt to finance their education than do students in the best-performing states.

COMPLETION. A very high proportion of freshmen in Delaware's four-year public and private colleges return for their sophomore year. Also, the state is a top performer in the percentage of first-time, full-time college students earning a bachelor's degree within five years of enrolling. However, only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Delaware residents have a bachelor's degree, but even this rather small proportion considerably strengthens the state's economy. The state's residents contribute substantially to the public good, as measured by charitable contributions. And an exceptionally high proportion of Delaware's adults score well on national assessments of high-level literacy, making Delaware a top-performing state on this measure.

LEARNING. Like other states, Delaware lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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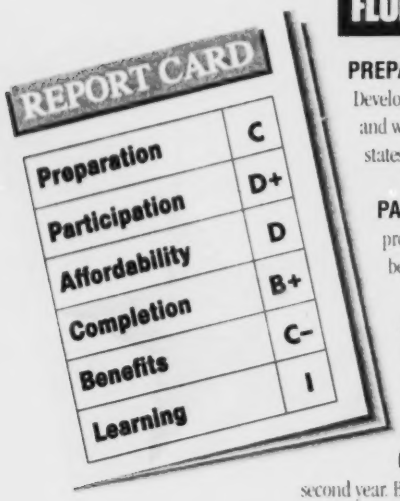
FLORIDA



PREPARATION. A large proportion of Florida's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But the state's 8th graders perform poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. Compared to the top-performing states, only a fair proportion of Florida's high school juniors and seniors perform well on college entrance exams.

PARTICIPATION. A very low proportion of Florida's students enroll in college immediately after high school. Fairly low proportions of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

AFFORDABILITY. Florida requires families to devote a relatively large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 80% of the state's students. Private institutions, which account for 20% of the enrollment, also require a relatively high share of family income to attend. Florida makes very little investment in financial aid for low-income students and families, compared to the best-performing states.

COMPLETION. Very high proportions of Florida's first-year students at two- and four-year colleges return for their second year. But only a fair proportion of first-time, full-time college students receive their bachelor's degree within five years of enrolling. A very high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Florida residents have a bachelor's degree and this impairs the state economically. Also, a fair proportion of Florida's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Florida lacks information on the educational performance of college students that would permit systematic state or national comparisons.

GEORGIA

PREPARATION. A fairly large percentage of Georgia's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. Very low proportions of high school juniors and seniors score well on college entrance exams.

PARTICIPATION. A very small percentage of students in Georgia go on to college immediately after high school. A low proportion of young adults (ages 18 to 24) and an extremely small percentage of working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

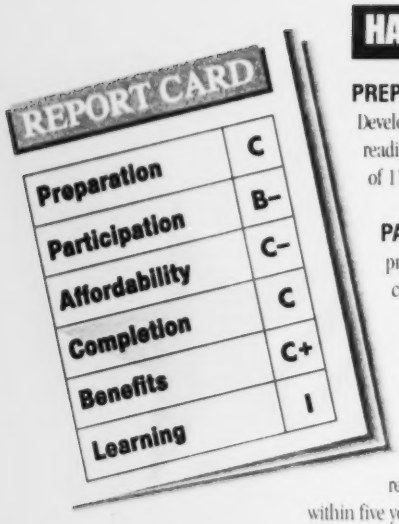
AFFORDABILITY. Georgia requires families to devote a relatively large share of family income, even after financial aid, to attend the state's public two- and four-year colleges and universities, which enroll 77% of the state's students. Private institutions, which enroll 23% of Georgia's students, also require a very large proportion of family income to attend. Georgia has invested little in financial aid for low-income students and families.

COMPLETION. A high proportion of freshmen at Georgia's public and private four-year colleges and universities return for their sophomore year. And a large proportion of students complete certificates and degrees relative to the number enrolled. But comparatively few first-time, full-time college students earn a bachelor's degree within five years of enrolling.

BENEFITS. Only a fair proportion of Georgia residents have a bachelor's degree and this impairs the state economically. Also, a very low proportion of Georgia's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Georgia lacks information on the educational performance of college students that would permit systematic state or national comparisons.

HAWAII



PREPARATION. A very high percentage of Hawaii's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. However, the state's 8th graders perform very poorly on national assessments of math, reading and writing, indicating that they are not being prepared for challenging high school coursework. Also, low proportions of 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A large percentage of Hawaii's students go on to college immediately after high school, and a high proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a fairly low percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

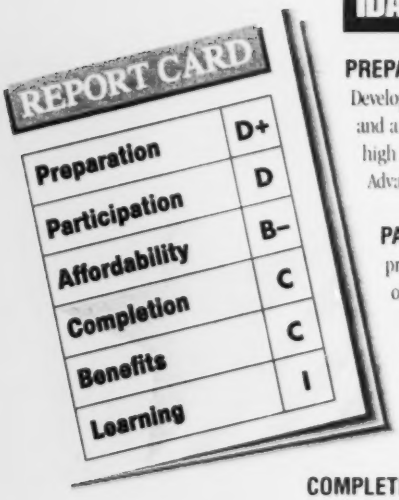
AFFORDABILITY. Hawaii requires families to devote a relatively large share of family income, even after financial aid, to attend its public two- and four-year colleges and universities, which enroll 75% of the state's students. Hawaii makes almost no investment in need-based financial aid.

COMPLETION. A high proportion of freshmen at Hawaii's public and private four-year colleges and universities return for their sophomore year. But a small proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Hawaii's residents have a bachelor's degree and this impairs the state economically. The state also receives only fair civic benefits from its population, as measured by the percentage of residents who vote.

LEARNING. Like other states, Hawaii lacks information on the educational performance of college students that would permit systematic state or national comparisons.

IDAHO



PREPARATION. A fairly large proportion of Idaho's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But a very small percentage of high school students are enrolled in upper-level science, and a fairly small percentage are enrolled in upper-level math. Compared to the best-performing states, only fair proportions of high school juniors and seniors perform well on college entrance exams and extremely low proportions perform well on Advanced Placement tests.

PARTICIPATION. A low percentage of Idaho's students go on to college immediately after high school, and a low proportion of young adults (ages 18 to 24) are enrolled in postsecondary education or training. An even smaller percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Idaho compares well to the best-performing states in the share of family income required, after financial aid, to attend its four-year public colleges, which enroll 80% of the students in the state. Idaho is a best-performing state in terms of the relatively low amounts that students borrow to attend college. However, the state makes a very small investment in financial aid for low-income students.

COMPLETION. A very small percentage of Idaho's first-time, full-time college students earn a bachelor's degree within five years of enrolling. However, a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. The proportion of Idaho residents who have a bachelor's degree is low and this impairs the state economically. However, a high proportion of Idaho's adults perform well on national assessments of high-level literacy, particularly prose literacy, making the state a top performer on this measure.

LEARNING. Like other states, Idaho lacks information on the educational performance of college students that would permit systematic state or national comparisons.

ILLINOIS

PREPARATION. A very high proportion of Illinois' young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Illinois is the best-performing state on the proportion of high school juniors and seniors who score well on college entrance exams. But a low proportion of 11th and 12th graders perform well on Advanced Placement tests.

PARTICIPATION. A very large percentage of students in Illinois go on to college immediately after high school, and a high proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. In addition, Illinois is a top-performing state in providing college-level education and training opportunities for its working-age adults (ages 25 to 44).

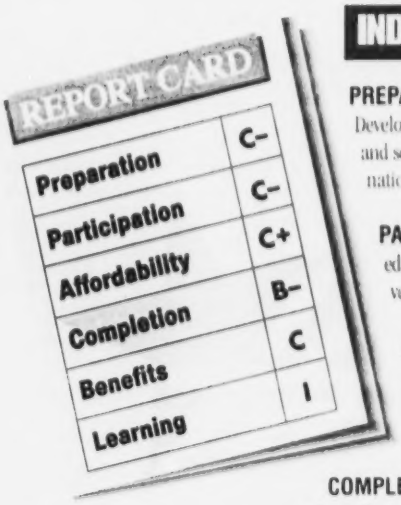
AFFORDABILITY. Illinois compares well to best-performing states in the share of family income required, after financial aid, to attend public two- and four-year colleges, which enroll about 70% of the students in the state. However, private institutions, which account for 30% of enrollment, require a very large share of family income to attend. Illinois is the top performer in investing in financial aid for low-income students.

COMPLETION. Fairly large proportions of Illinois' students at two- and four-year colleges return for their second year. Also, a large percentage of first-time, full-time college students earn their bachelor's degree within five years of enrolling. But only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A large proportion of Illinois residents have a bachelor's degree and this strengthens the state economically. A fairly large proportion of the state's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Illinois lacks information on the educational performance of college students that would permit systematic state or national comparisons.

INDIANA



PREPARATION. A very high proportion of Indiana's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A fairly large percentage of the state's high school students enroll in upper-level math and science. But an extremely small percentage of students enroll in algebra in the 8th grade, and 8th graders' scores on national assessments in math are only fair.

PARTICIPATION. A fairly large proportion of Indiana's young adults (ages 18 to 24) are enrolled in postsecondary education or training. But only a fair percentage of high school students go on to college immediately after high school. A very low percentage of the state's working-age adults (ages 25 to [illegible]) are enrolled in college-level education or training.

AFFORDABILITY. Indiana requires families to devote a relatively large share of family income, even after financial aid, to attend the state's public two- and four-year colleges, which enroll about 75% of its students. Private colleges, which account for 25% of enrollment, require a very large share of family income to attend. Indiana invests only a fair amount in financial aid for low-income families.

COMPLETION. Only a fair proportion of Indiana's first-time, full-time college students earn a bachelor's degree within five years of enrolling. But a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A small percentage of Indiana residents have a bachelor's degree and this impairs the state economically. However, a fairly large proportion of Indiana's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Indiana lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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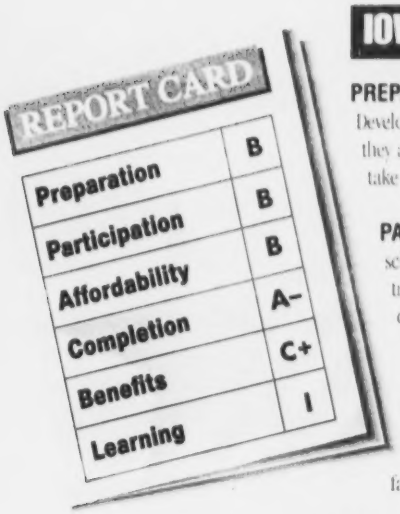
IOWA



PREPARATION. A very high percentage of Iowa's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Iowa's 8th graders score very well on national assessments in math, indicating that they are well prepared to succeed in challenging high school math courses, and a very large percentage of high school students take upper-level science. Also, a very high proportion of Iowa's 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. Iowa is a top performer on the percentage of students who go on to college immediately after high school, and a fairly large proportion of the state's young adults (ages 18 to 24) are enrolled in postsecondary education or training. However, a low percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

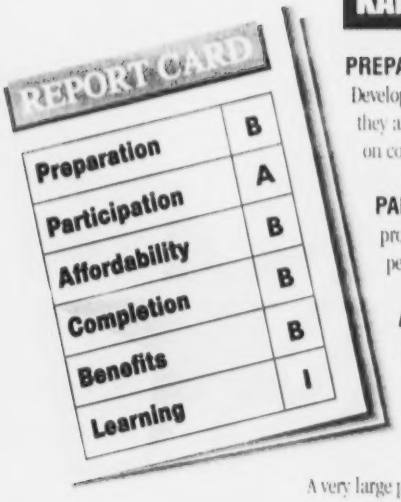
AFFORDABILITY. Iowa compares very well to top-performing states on the share of family income required, after financial aid, to attend its public two- and four-year colleges and universities, which enroll 70% of the state's students. In addition, students in the state take on lower levels of debt to pay for their educational expenses than do students in most states. However, Iowa makes a comparatively limited investment in financial aid for low-income students and families.

COMPLETION. A very high percentage of freshmen at Iowa's public and private four-year colleges and universities return for their sophomore year. A large proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. And a very high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Iowa residents have a bachelor's degree and this impairs the state economically. A high proportion of Iowa's adults perform well on national assessments of high-level literacy, particularly in quantitative literacy.

LEARNING. Like other states, Iowa lacks information on the educational performance of college students that would permit systematic state or national comparisons.

KANSAS



PREPARATION. A very large proportion of young adults in Kansas earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform well on national assessments in reading, indicating that they are prepared for challenging high school courses. And very good proportions of the state's juniors and seniors perform well on college entrance exams.

PARTICIPATION. A large percentage of students in Kansas go on to college immediately after high school. A very good proportion of young adults (ages 18 to 24) are enrolled in postsecondary education or training. And Kansas is a top performer in the percentage of working-age adults (ages 25 to 44) who are enrolled in college-level education or training.

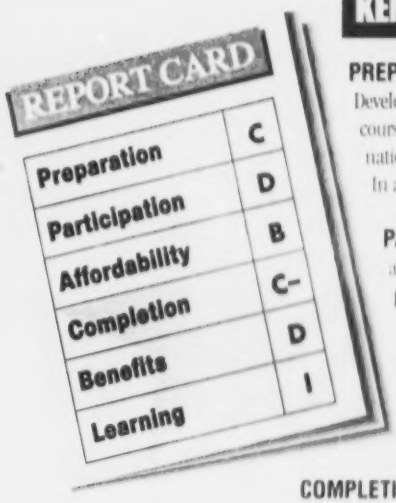
AFFORDABILITY. Kansas is a top performer on the share of family income required, after financial aid, to attend its public two-year colleges. And the state compares very well to top-performing states on the same measure for public four-year colleges and universities. Public two- and four-year colleges enroll 9 out of 10 students in the state. On the other hand, Kansas invests very little in financial aid for low-income students and families, compared to the best-performing states.

COMPLETION. A large proportion of freshmen at Kansas' two- and four-year colleges return for their second year. A very large proportion of students complete certificates and degrees relative to the number enrolled. But a fairly small percentage of first-time, full-time college students receive a bachelor's degree within five years of enrolling.

BENEFITS. A large proportion of Kansas residents have a bachelor's degree and this considerably strengthens the state economy. Kansas residents contribute substantially to the public good, as measured by voting and charitable contributions. However, a fairly small proportion of the state's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Kansas lacks information on the educational performance of college students that would permit systematic state or national comparisons.

KENTUCKY



PREPARATION. A large proportion of Kentucky's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A high percentage of high school students enroll in upper-level math and science courses. However, Kentucky's 8th graders perform very poorly on national assessments of math and writing, and only fair on national assessments of reading, putting them at a disadvantage when they take college preparatory courses in high school. In addition, relatively low proportions of Kentucky's 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A small percentage of Kentucky's students go on to college immediately after high school, and only a fair percentage of young adults (ages 18 to 24) are enrolled in postsecondary education or training. Also, a very low percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Kentucky is a top performer on the share of family income required, after financial aid, to attend its public two-year colleges. The state also compares very well to top-performing states on the same measure for public four-year colleges and universities. Together these public institutions enroll 83% of Kentucky's college students. However, Kentucky invests very little in financial aid for low-income students and families, compared to the best-performing states.

COMPLETION. High proportions of first-year students at Kentucky's two- and four-year colleges return for their second year. But a very low percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. And few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very small proportion of Kentucky residents have a bachelor's degree and this impairs the state economically. However, Kentucky residents contribute substantially to the public good, as measured by charitable contributions and the percentage of residents who vote.

LEARNING. Like other states, Kentucky lacks information on the educational performance of college students that would permit systematic state or national comparisons.

LOUISIANA

PREPARATION. A large percentage of Louisiana's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But 8th graders in the state perform poorly on national assessments in reading, writing and math, indicating that they are not well prepared for challenging high school courses. A very small percentage of high school students enroll in upper-level science, and only a fair proportion enroll in upper-level math. Very low proportions of 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A very low percentage of Louisiana's high school students go on to college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in postsecondary education or training. Also, a very small proportion of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Louisiana's performance is good on the amount of family income required, after financial aid, to attend its public four-year colleges and universities, which enroll 76% of the state's students. The state performs very well on the same measure for public two-year colleges, which enroll 10% of the students statewide. However, the state invests virtually nothing in financial aid for low-income students and families, compared to the best-performing states.

COMPLETION. A large proportion of freshmen at Louisiana's public and private four-year colleges and universities return for their sophomore year. A high proportion of students complete certificates and degrees relative to the number enrolled. But a very low percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling.

BENEFITS. A small proportion of Louisiana residents have a bachelor's degree and this impairs the state economically. A low proportion of the state's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Louisiana lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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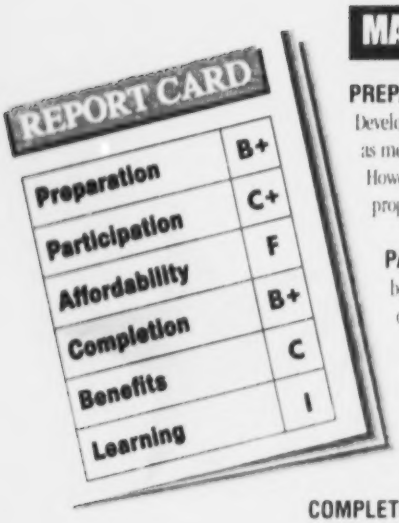
MAINE



PREPARATION. A very high proportion of Maine's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Maine's 8th graders demonstrate academic excellence in reading, writing and math, as measured by national assessments. In fact, Maine is a top-performing state in national assessments of reading and writing. However, a very low proportion of the state's 11th and 12th graders perform well on Advanced Placement tests, and a small proportion do well on college entrance exams.

PARTICIPATION. A high proportion of Maine's young adults (ages 18 to 24) are enrolled in education or training beyond high school. But only a fair percentage of high school students go on to college immediately after high school, and only a fair percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

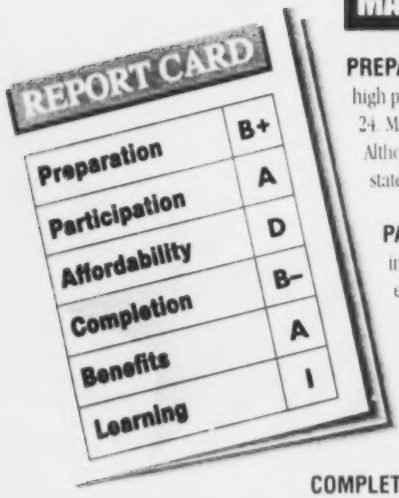
AFFORDABILITY. Maine requires families to devote a relatively large amount of family income, even after financial aid, to attend public four-year institutions, which enroll 57% of Maine's college students. Private institutions, which account for 32% of enrollment, also require a very large proportion of family income to attend. Also, the state makes a very limited investment in financial aid for low-income families, compared to the best-performing states.

COMPLETION. A very high proportion of Maine's first-year students, both at two- and four-year colleges and universities, return for their second year (Maine is a top performer on this measure for two-year colleges). Also, a high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A fairly small proportion of Maine residents have a bachelor's degree and this impairs the state economically. However, state residents contribute substantially to the civic good, as measured by voting and charitable contributions.

LEARNING. Like other states, Maine lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MARYLAND



PREPARATION. Maryland's high performance in preparing young people for college can be attributed to the exceptionally high percentage of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. Maryland's 8th graders do well on national assessments in reading, but their performance is only fair in math and writing. Although 8th graders from low-income families do very poorly on national assessments in math, a very high proportion of the state's high school juniors and seniors score well on Advanced Placement tests.

PARTICIPATION. Maryland is a top-performing state in the percentage of young adults (ages 18 to 24) who are enrolled in education or training beyond high school. A very high proportion of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

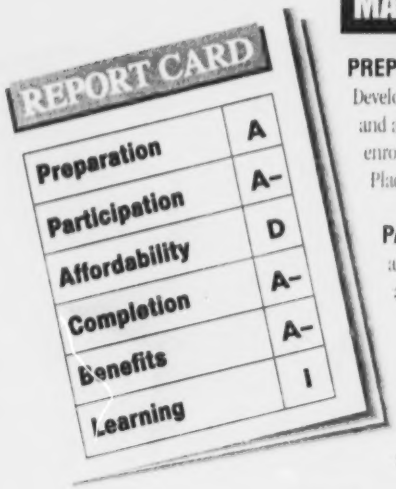
AFFORDABILITY. Maryland families are required to devote a very large proportion of their family income, even after financial aid, to attend the state's public two- and four-year colleges and universities, which enroll 82% of the state's students. Private institutions, which account for 18% of enrollment, also require a large proportion of family income to attend. Maryland provides little financial aid for its low-income students and families.

COMPLETION. A high proportion of freshmen at Maryland's public and private four-year institutions return for their sophomore year. Also, a high percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very high percentage of Maryland adults have a bachelor's degree and this considerably strengthens the state economy, making the state a top performer on these measures. Maryland residents also contribute substantially to the civic good, as measured by voting and charitable contributions.

LEARNING. Like other states, Maryland lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MASSACHUSETTS



PREPARATION. A very high percentage of young adults in Massachusetts earn a high school diploma or a General Education Development (GED) diploma by age 24. Eighth graders in the state perform well on national assessments of math and reading, and are top performers in assessments of writing. The state is one of the best states in the proportion of high school students enrolled in upper-level math and science. In addition, high school juniors and seniors perform very well on Advanced Placement tests and college entrance exams.

PARTICIPATION. Massachusetts is a top-performing state in the proportion of students who enroll in college immediately after high school. A very large proportion of young adults (ages 18 to 24) and a fairly large percentage of working-age adults (ages 25 to 44) enroll in college-level education or training.

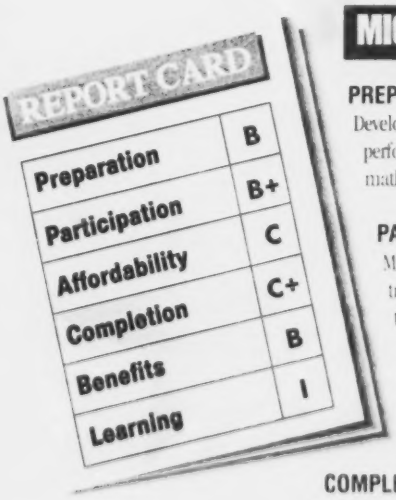
AFFORDABILITY. Private institutions in Massachusetts, which account for 61% of enrollment in the state, require a very large share of family income, even after financial aid, to attend. The state compares fairly well with top-performing states on the same measure for public two-year colleges, and these institutions enroll 14% of the state's students. Massachusetts provides low levels of financial aid to low-income students and families, compared to other states. Also, students in Massachusetts rely more on debt to finance their education than do students in any other state.

COMPLETION. A very high proportion of freshmen at Massachusetts' public and private four-year colleges and universities return for their sophomore year. A very high proportion of first-time, full-time college students earn their bachelor's degree within five years of enrolling. Also, a high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. An exceptionally high percentage of Massachusetts residents have a bachelor's degree, making the state a top performer on this measure. Also, this high percentage substantially strengthens the state's economy. The state derives very good civic benefits from its population, as measured by charitable contributions, in which the state is a top performer.

LEARNING. Like other states, Massachusetts lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MICHIGAN



PREPARATION. A very high proportion of young adults in Michigan earn a high school diploma or a General Education Development (GED) diploma by age 24. A very large percentage of 8th graders enroll in algebra and 8th graders generally perform well on national assessments of math. However, only a fair percentage of high school students enroll in upper-level math and science, and a small proportion of 11th and 12th graders perform well on Advanced Placement tests.

PARTICIPATION. Only a fair percentage of Michigan's students go on to college immediately after high school. But Michigan is a top-performing state on the proportion of young adults (ages 18 to 24) enrolled in postsecondary education or training. A very high percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Michigan families are required to devote a fairly large share of family income, even after financial aid, to attend the state's public colleges and universities, which enroll 85% of the state's students. And Michigan invests very little, compared to the best-performing states, in financial aid for low-income families.

COMPLETION. A high proportion of freshmen at Michigan's public and private four-year colleges and universities return for their sophomore year. Only a fair proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Also, only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A fairly small percentage of Michigan adults have a bachelor's degree, but even this small percentage substantially strengthens the state's economy, making the state a top performer on this measure. Charitable contributions in Michigan compare very well to the best-performing states.

LEARNING. Like other states, Michigan lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MINNESOTA

PREPARATION. A very high percentage of Minnesota's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. However, a very small proportion of high school students take upper-level math and science, and a very low percentage of 8th graders take algebra. On national assessments of writing and reading, the state's 8th graders perform fairly well, and the state is a top performer on the proportions of 8th graders and low-income 8th graders who score well on national assessments in math. A very high proportion of 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A large percentage of high school students in Minnesota go on to college immediately after high school, and a good proportion of young adults (ages 18 to 24) are enrolled in postsecondary education or training. However, a fairly small percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

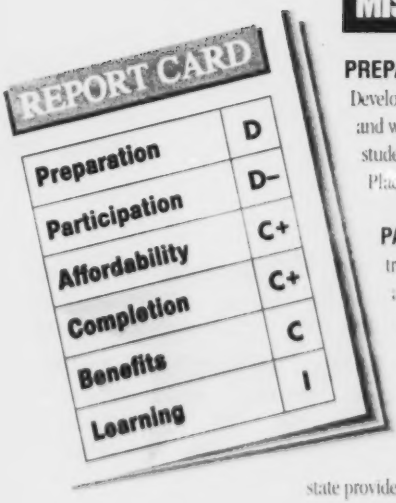
AFFORDABILITY. Minnesota compares very well to the best-performing states on share of family income required, after financial aid, to attend its public two- and four-year institutions, which enroll about 75% of the state's college students. However, private institutions, which account for 25% of enrollment, require a very large proportion of family income to attend. Minnesota is a top performer in state financial aid provided to low-income families, and the state compares very well to the best states on students' low reliance on debt to pay for higher education.

COMPLETION. A very good proportion of first-year students at Minnesota's two- and four-year colleges return for their second year, but only a fair proportion of first-time, full-time students at four-year colleges and universities receive a bachelor's degree within five years of enrolling. A very high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very high percentage of Minnesota residents have a bachelor's degree and this strengthens the state economically. State residents also contribute substantially to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Minnesota lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MISSISSIPPI



PREPARATION. A large proportion of Mississippi's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform very poorly on national assessments of math, reading and writing, indicating that they are not well prepared for challenging high school courses. A large percentage of high school students enroll in upper-level math and science, but very small proportions of 11th and 12th graders do well on Advanced Placement tests and college entrance exams.

PARTICIPATION. A fairly large percentage of Mississippi's young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a low percentage of high school students go on to college immediately after high school, and a very small percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Mississippi is a top performer on the share of family income required, after financial aid, to attend its two-year colleges, which enroll 41% of students statewide. But Mississippi's performance is mediocre on the same measure for four-year public colleges and universities, which enroll about 50% of students statewide. Mississippi compares very well to top-performing states on students' low reliance on debt to pay for higher education, but the state provides virtually no financial aid for low-income students.

COMPLETION. A high proportion of first-year students at Mississippi's two- and four-year colleges and universities return for their second year. However, a small percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Overall, a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A fairly low percentage of Mississippi residents have a bachelor's degree and this impairs the state economically. However, state residents contribute substantially to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Mississippi lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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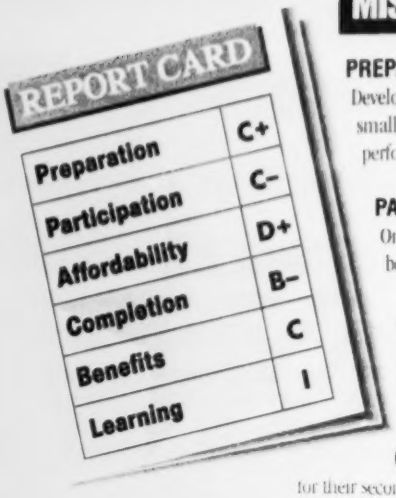
MISSOURI



PREPARATION. A very high proportion of young adults in Missouri earn a high school diploma or a General Education Development (GED) diploma by age 24. A large percentage of high school students take upper-level math and science. But a small percentage of 8th graders take algebra, and in national assessments of student achievement, Missouri's 8th graders perform poorly, particularly in writing.

PARTICIPATION. A small percentage of high school students in Missouri go on to college immediately after high school. Only fair proportions of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) enroll in education or training beyond high school.

AFFORDABILITY. Missouri performs fairly well on the share of family income required, after financial aid, to attend public four-year colleges and universities, which enroll 44% of students statewide. However, private institutions, which account for 37% of enrollment, require a large proportion of family income to attend. In addition, Missouri provides a very low level of financial aid to low-income students and families.

COMPLETION. A high proportion of first-year students at Missouri's two- and four-year colleges and universities return for their second year. And a high proportion of students complete certificates and degrees relative to the number enrolled. However, a fairly small percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling.

BENEFITS. A large percentage of Missouri residents have a bachelor's degree and this strengthens the state economically. Missouri residents contribute significantly to the civic good, particularly as measured by charitable contributions. However, a very low proportion of Missouri adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Missouri lacks information on the educational performance of college students that would permit systematic state or national comparisons.

MONTANA

PREPARATION. A very high proportion of young adults in Montana earn a high school diploma or a General Education Development (GED) diploma by age 24. Montana is one of the best-performing states in preparing 8th graders to succeed academically, as measured by 8th graders' very good results on national assessments in math and reading. Very small proportions of Montana's 11th and 12th graders perform well on Advanced Placement tests, but large proportions perform well on college entrance exams.

PARTICIPATION. An extremely small percentage of Montana's working-age adults (ages 25 to 44) are enrolled in education or training beyond high school. Yet a large proportion of Montana's high school students go on to college immediately after high school, and a similar proportion of young adults (ages 18 to 24) are enrolled in college-level education or training.

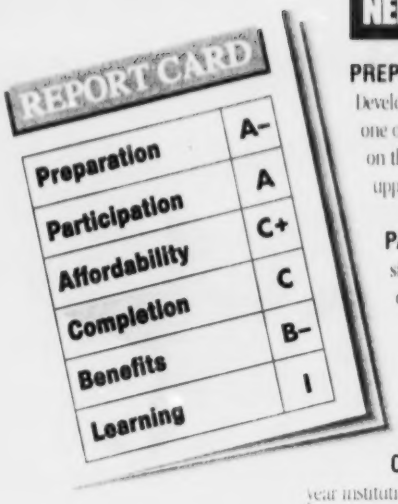
AFFORDABILITY. Montana requires families to devote a large proportion of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 9 out of 10 students in the state. Also, Montana invests almost nothing in financial aid for low-income students and families.

COMPLETION. A very small percentage of Montana's first-time, full-time college students receive a bachelor's degree within five years of enrolling. But a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A large proportion of Montana residents have a bachelor's degree and this strengthens the state economically. Montana derives very good civic benefits from its residents, as measured by charitable contributions. Also, Montana is a top performer in the percentage of residents who vote.

LEARNING. Like other states, Montana lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NEBRASKA



PREPARATION. A very high proportion of Nebraska's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Eighth graders perform very well on national assessments in math, and Nebraska is one of the best states on the scores of low-income 8th graders on national math assessments. Nebraska is also a top performer on the percentage of high school students who take upper-level math, and a substantial proportion of students are enrolled in upper-level science.

PARTICIPATION. A very large proportion of Nebraska's students go on to college immediately after high school, and a similar percentage of young adults (ages 18 to 24) are enrolled in postsecondary education or training. A high percentage of Nebraska's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Nebraska compares well to the best-performing states on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges, which enroll nearly 80% of the state's students. However, Nebraska invests very little in financial aid for low-income families.

COMPLETION. A high proportion of freshmen return for their sophomore year at Nebraska's public and private four-year institutions. However, only a fair proportion of students complete certificates and degrees relative to the number enrolled. And a small percentage of first-time, full-time college students receive a bachelor's degree within five years of enrolling.

BENEFITS. A large proportion of Nebraska residents have a bachelor's degree, but the economic gains to the state are comparatively smaller than in other states. The state's residents contribute substantially to the common good, as measured by voting and charitable contributions.

LEARNING. Like other states, Nebraska lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NEVADA

PREPARATION. A large proportion of young adults in Nevada earn a high school diploma or a General Education Development (GED) diploma by age 24. But 8th graders perform poorly on national assessments in reading and writing, indicating that they are not well prepared for challenging high school courses. A very small percentage of high school students enroll in upper-level math, and only slightly more enroll in upper-level science. Also, few high school juniors and seniors score well on college entrance exams.

PARTICIPATION. A very low proportion of Nevada's students go on to college immediately after high school, and a similarly low percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school. Yet a very high proportion of working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Nevada compares fairly well with the best-performing states on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges; these institutions enroll 96% of the state's college students. However, Nevada invests very little in financial aid for low-income families.

COMPLETION. A very low percentage of Nevada's first-time, full-time college students earn a bachelor's degree within five years of enrolling. And few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A small proportion of Nevada residents have a bachelor's degree and this impairs the state economically. Only a fair proportion of Nevada's adults perform well on high-level literacy tests. But the state's residents contribute substantially to the common good, as measured by charitable contributions.

LEARNING. Like other states, Nevada lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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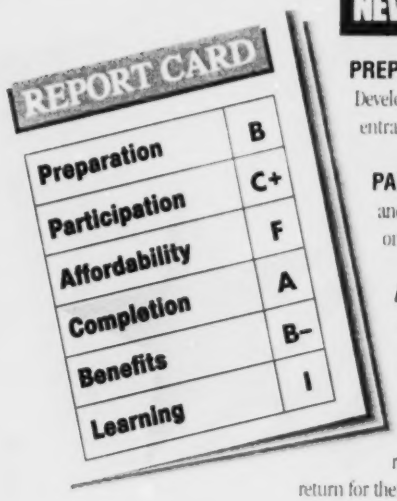
NEW HAMPSHIRE



PREPARATION. A very large percentage of New Hampshire's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Substantial proportions of high school juniors and seniors perform well on college entrance exams, although low proportions do well on Advanced Placement tests.

PARTICIPATION. A fairly large proportion of New Hampshire's students go on to college immediately after high school, and a high percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school. However, only a fair proportion of working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. New Hampshire requires families to devote a very large share of family income, even after financial aid, to attend the state's public colleges and universities. Private institutions, which account for 45% of enrollment, also require families to devote a very high proportion of income to attend. Also, New Hampshire invests very little in financial aid for low-income families.

COMPLETION. New Hampshire is a top performer in the proportion of first-year community college students who return for their second year, and the state scores very high on the percentage of freshmen at four-year institutions who return for their sophomore year. A very large proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling. And a very high proportion of students complete certificates and degrees relative to the number enrolled, making the state a top performer on this measure.

BENEFITS. A large proportion of New Hampshire residents have a bachelor's degree, but the economic gains to the state are comparatively smaller than in other states. State residents contribute substantially to the common good, as measured by voting and charitable contributions.

LEARNING. Like other states, New Hampshire lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NEW JERSEY

PREPARATION. A very large proportion of New Jersey's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A good proportion of the state's high school juniors and seniors perform well on college entrance exams, and a substantial proportion do well on Advanced Placement tests.

PARTICIPATION. New Jersey is a top performer on the percentage of students who go on to college immediately after high school, and a very high proportion of New Jersey's young adults (ages 18 to 24) are enrolled in college. However, a low percentage of the state's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

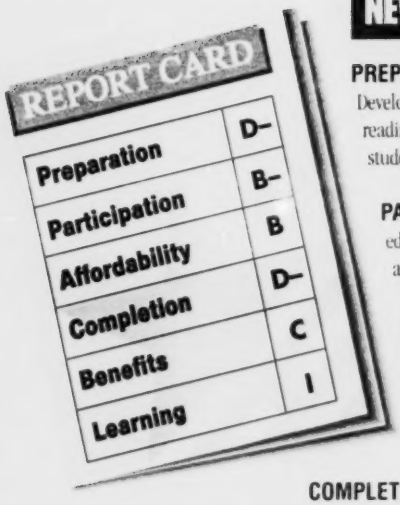
AFFORDABILITY. New Jersey requires families to devote a relatively large share of family income, even after financial aid, to attend the state's public two- and four-year colleges, which enroll about 80% of the students statewide. Private institutions, which account for 20% of enrollment, also require a very high proportion of family income to attend. However, New Jersey makes one of the nation's highest investments in financial aid for low-income families.

COMPLETION. New Jersey is a best-performing state on the percentage of freshmen at four-year colleges and universities who return for their sophomore year. Also, a high proportion of first-time, full-time college students earn their bachelor's degree within five years of enrolling. However, few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very high percentage of New Jersey residents have a bachelor's degree, and this substantially strengthens the state's economy, making New Jersey a top performer on this measure. A fairly large proportion of New Jersey's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, New Jersey lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NEW MEXICO



PREPARATION. A large percentage of New Mexico's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But 8th graders perform very poorly on national assessments in math, writing and reading, indicating that they are not well prepared for challenging high school courses. A very small proportion of high school students take upper-level math and science.

PARTICIPATION. New Mexico is a top performer in the percentage of working-age adults (ages 25 to 44) enrolled in education or training beyond high school. However, the percentage of high school students going on to college immediately after high school is quite small, as is the proportion of all young adults (ages 18 to 24) enrolling in college.

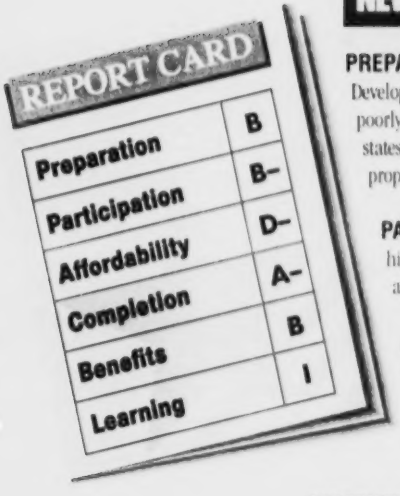
AFFORDABILITY. New Mexico performs very well on the share of family income required, after financial aid, to attend its public two-year colleges, which enroll 39% of the state's students. In fact, New Mexico is a top performer in providing affordable education at its two-year colleges for its lowest-income families. However, the state has only a fair performance on the same measure for public four-year colleges and universities, which enroll over half of the state's college students. New Mexico makes a very limited investment in financial aid for low-income families.

COMPLETION. A fairly large percentage of New Mexico's first-year students at two- and four-year colleges return for their second year. But a very low proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. Few students complete certificates and degrees relative to the number enrolled.

BENEFITS. A small percentage of New Mexico residents have a bachelor's degree and this impairs the state economically. However, New Mexico receives good civic benefits from its population, as measured by voting and charitable contributions.

LEARNING. Like other states, New Mexico lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NEW YORK



PREPARATION. A high proportion of young adults in New York earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform well on national assessments in reading, but they do poorly in math and writing. Only a fair percentage of high school students enroll in upper-level math and science. Of all the states, New York has the highest proportion of high school students who perform well on Advanced Placement tests. And a high proportion of 11th and 12th graders do well on college entrance exams.

PARTICIPATION. A fairly high percentage of New York's students go on to college immediately after high school, and a high proportion of young adults (ages 18 to 24) are enrolled in college. However, only a fair percentage of working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

AFFORDABILITY. New York requires families to devote a very high proportion of family income, even after financial aid, to attend the state's public four-year institutions. These institutions enroll 33% of the students in the state. Private institutions, which account for 45% of enrollment, also require a very large proportion of family income to attend. However, New York's investment in financial aid for low-income students and families compares well with the top-performing states.

COMPLETION. A very high percentage of New York's first-year students at two- and four-year colleges return for their second year. A fairly large proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling. And a very high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very large proportion of New York residents have a bachelor's degree and this contributes substantially to the state's economy. The state enjoys good civic benefits from its population, as measured by charitable contributions. On the other hand, a small proportion of New York's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, New York lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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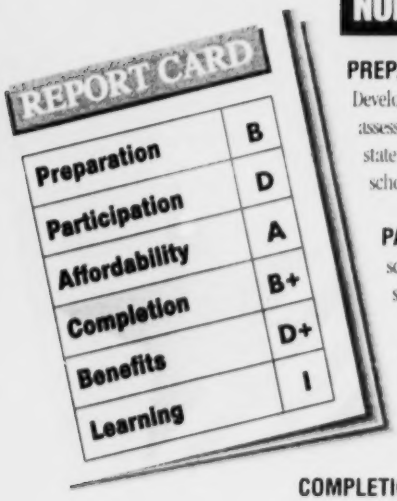
NORTH CAROLINA



PREPARATION. A very large percentage of North Carolina's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A high proportion of 8th graders take algebra, and 8th graders do well on national assessments of reading and writing, although low scores in math predominate, particularly among low-income students. The state is a top performer in the percentage of high school students who enroll in upper-level math. A fair proportion of high school juniors and seniors receive high scores in Advanced Placement tests.

PARTICIPATION. A low percentage of North Carolina's high school students go on to college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. The percentage of working-age adults (ages 25 to 44) enrolled in college-level education or training is small.

AFFORDABILITY. North Carolina performs very well on the share of family income required, after financial aid, to attend its public four-year colleges and universities, which enroll nearly half the students statewide. Private institutions, which account for 20% of enrollment, require families to devote a relatively large proportion of family income to attend. North Carolina also invests very little in financial aid for low-income students and families.

COMPLETION. A very high proportion of North Carolina's freshmen at four-year colleges and universities return for their sophomore year. A high proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. Also, a very large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A small percentage of North Carolina residents have a bachelor's degree and this impairs the state economically. In addition, a very small proportion of adults in the state perform well on national assessments of high-level literacy. However, the state reaps substantial civic benefits from its residents, as measured by voting and charitable contributions.

LEARNING. Like other states, North Carolina lacks information on the educational performance of college students that would permit systematic state or national comparisons.

NORTH DAKOTA

PREPARATION. North Dakota is a top performer in the percentage of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders, including its lowest-income students, perform exceptionally well on national assessments of math. Large proportions of high school students enroll in upper-level math and science. Also, a large proportion of 11th and 12th graders score well on college entrance exams.

PARTICIPATION. North Dakota is the best state in the proportion of high school students who go on to college immediately after high school, and in the proportion of young adults (ages 18 to 24) who are enrolled in education and training beyond high school. However, only a very small percentage of North Dakota's working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. North Dakota scores well on the share of family income required, after financial aid, to attend its public two- and four-year colleges and universities, which enroll 9 out of 10 students in the state. And the state is among the best on the same measure for private four-year colleges and universities, which account for about 10% of students statewide. But North Dakota makes an extremely low investment in financial aid to low-income students and families.

COMPLETION. A small proportion of first-time, full-time college students in North Dakota receive a bachelor's degree within five years of enrolling. However, the state is a top performer on the proportion of students who complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of North Dakota residents have a bachelor's degree and this impairs the state economically. However, state residents contribute significantly to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, North Dakota lacks information on the educational performance of college students that would permit systematic state or national comparisons.

OHIO

PREPARATION. A very high proportion of Ohio's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A large percentage of high school students enroll in upper-level math, although the percentage enrolling in upper-level science is low. A very high proportion of 11th and 12th graders perform well on college entrance tests, but a very small proportion score well on Advanced Placement tests.

PARTICIPATION. Although a large percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school, only a fair percentage of Ohio's high school students go on to college immediately after high school. A small proportion of working-age adults (ages 25 to 44) are enrolled in college-level educational programs.

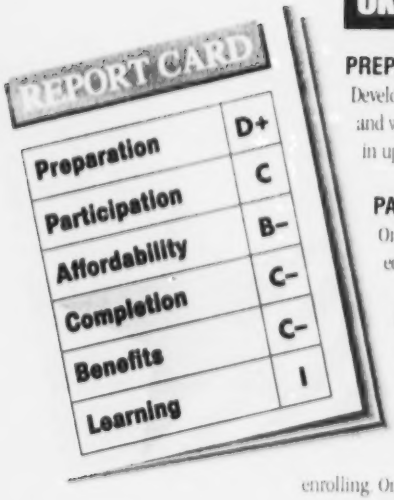
AFFORDABILITY. Ohio requires families to devote a large share of family income, even after financial aid, to attend its public two- and four-year colleges, which enroll about 3 out of every 4 college students in the state. Private institutions, which account for 25% of enrollment, require a very large share of family income to attend. Ohio's low score also reflects the state's very poor performance in providing financial aid for low-income students and families.

COMPLETION. A very large proportion of Ohio's first-year students return for their second year at two- and four-year colleges and universities. A significant proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. And a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A low percentage of Ohio residents have a bachelor's degree and this impairs the state economically. Ohio residents contribute substantially to the public good, as measured by voting and charitable contributions. Only a fair proportion of Ohio's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Ohio lacks information on the educational performance of college students that would permit systematic state or national comparisons.

OKLAHOMA



PREPARATION. A substantial proportion of Oklahoma's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A fairly high percentage of 8th graders perform well on national assessments in reading and writing, but a very low percentage of 8th graders enroll in algebra. A fairly small proportion of high school students enroll in upper-level math and science, and a very low proportion of 11th and 12th graders score well on Advanced Placement tests.

PARTICIPATION. A low proportion of Oklahoma's high school students go on to college immediately after high school. Only a fair percentage of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in college-level education or training.

AFFORDABILITY. Oklahoma compares very well to the top-performing states on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges, which enroll nearly 9 out of 10 students statewide. However, Oklahoma does very poorly in providing financial aid to low-income families.

COMPLETION. A large proportion of freshmen at four-year colleges in Oklahoma return for their second year. However, a small percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very small percentage of Oklahoma residents have a bachelor's degree and this impairs the state economically. A fairly low proportion of the state's adults perform well on national assessments of high-level literacy. On the other hand, Oklahoma residents contribute substantially to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Oklahoma lacks information on the educational performance of college students that would permit systematic state or national comparisons.

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OREGON

PREPARATION. A large proportion of Oregon's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders are fairly well prepared for challenging high school classes, as measured by the large proportion of 8th graders enrolled in algebra and by the good performance of 8th graders on national assessments of reading, writing and math. But a low percentage of high school students enroll in upper-level math and science.

PARTICIPATION. A small percentage of Oregon's high school students go on to college immediately after high school. A similarly small proportion of the state's young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in college-level education or training.

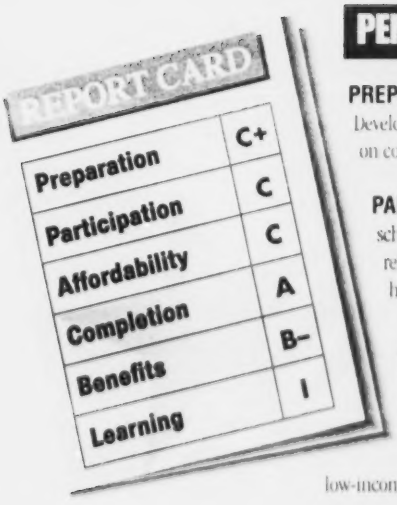
AFFORDABILITY. Oregon families are required to devote a very large share of family income, even after financial aid, to attend its public two- and four-year colleges and universities, which enroll 83% of the state's students. Private institutions, which account for 17% of the enrollment, require a very large proportion of family income to attend. Oregon makes a very limited investment in financial aid for low-income families.

COMPLETION. A very high proportion of freshmen return for their sophomore year at four-year campuses in Oregon, but a low proportion of first-year students return at two-year colleges. Only a fair percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Also, a small proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Oregon residents have a bachelor's degree and this impairs the state economically. However, Oregon's residents contribute significantly to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Oregon lacks information on the educational performance of college students that would permit systematic state or national comparisons.

PENNSYLVANIA



PREPARATION. A very large proportion of Pennsylvania's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. However, a small proportion of the state's high school juniors and seniors perform well on college entrance exams, and a very small proportion score well on the Advanced Placement tests.

PARTICIPATION. A fairly large proportion of Pennsylvania's high school students go on to college immediately after high school, and a high percentage of young adults (ages 18 to 24) are enrolled in college-level education or training. However, a relatively small proportion of the state's working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

AFFORDABILITY. Pennsylvania families are required to devote a relatively large share of family income, even after financial aid, to attend the state's two-year colleges, which enroll 13% of students statewide. The state's performance is low on the same measure for public four-year colleges and universities, which enroll 46% of the state's students. Private institutions, which account for 41% of enrollment, also require families to devote a very large share of family income to attend. However, Pennsylvania compares very well with top-performing states in its ... stment in financial aid for low-income families.

COMPLETION. Pennsylvania is the top performer in the percentage of first-year community college students who return for their second year, and a very high proportion of freshmen at four-year colleges return for their second year. A very high percentage of first-time, full-time college students receive their bachelor's degree within five years of enrolling. Pennsylvania is among the nation's top performers in the number of students who complete certificates and degrees relative to total enrollments.

BENEFITS. Only a fair proportion of Pennsylvania residents have a bachelor's degree but even this rather small proportion substantially strengthens the state's economy. Pennsylvania residents contribute significantly to the public good, particularly as measured by charitable contributions.

LEARNING. Like other states, Pennsylvania lacks information on the educational performance of college students that would permit systematic state or national comparisons.

RHODE ISLAND

REPORT CARD	
Preparation	C
Participation	A
Affordability	F
Completion	A
Benefits	A
Learning	I

PREPARATION. A very high proportion of young adults in Rhode Island earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform relatively well on national assessments of writing and reading, but poorly on math. A low proportion of 11th and 12th graders score well on college entrance exams, and a very low proportion score well on Advanced Placement tests.

PARTICIPATION. A large proportion of Rhode Island's high school students go on to college immediately after high school, and a similar proportion of young adults (ages 18 to 24) are enrolled in college-level education or training. Rhode Island is a top performer in the percentage of working-age adults (ages 25 to 44) who are enrolled in educational programs beyond high school.

AFFORDABILITY. Private institutions in Rhode Island, which account for 55% of enrollment in the state, require families to devote a very large proportion of family income, even after financial aid, to attend. The state's performance is also low on the same measure for public four-year institutions, which enroll about 31% of students in the state. Additionally, the state's performance is very low in providing financial aid to low-income students.

COMPLETION. A very high proportion of students at four-year colleges in Rhode Island return for their sophomore year. A similarly large proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling. Rhode Island is a top performer in the proportion of students completing certificates and degrees relative to the number enrolled.

BENEFITS. A high percentage of Rhode Island residents have a bachelor's degree and this considerably strengthens the state's economy. State residents contribute substantially to the public good, as measured by voting and charitable contributions, making the state a top performer on this measure.

LEARNING. Like other states, Rhode Island lacks information on the educational performance of college students that would permit systematic state or national comparisons.

SOUTH CAROLINA

REPORT CARD	
Preparation	C–
Participation	D–
Affordability	C
Completion	B
Benefits	B–
Learning	I

PREPARATION. A very high proportion of young adults in South Carolina earn a high school diploma or a General Education Development (GED) diploma by age 24. Eighth graders perform very poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. A very low proportion of 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A very low percentage of South Carolina's high school students go on to college immediately after high school, and only a fair proportion of young adults (ages 18 to 24) are enrolled in college-level education or training. A very low percentage of working-age adults (ages 25 to 44) are enrolled in education or training beyond high school.

AFFORDABILITY. South Carolina requires families to devote a relatively large share of family income, even after financial aid, to attend its public two- and four-year colleges, which enroll 83% of the students in the state. Private institutions, which account for 17% of enrollment, also require a very high proportion of family income to attend. Also, South Carolina makes a very limited investment in financial aid for low-income families.

COMPLETION. A high percentage of first-year students at South Carolina's two- and four-year colleges and universities return for their second year. A fairly high percentage of the state's first-time, full-time college students earn a bachelor's degree within five years of enrolling. And a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of South Carolina residents have a bachelor's degree, but even this rather small proportion strengthens the state economy. State residents contribute substantially to the public good, as measured by voting and especially charitable contributions.

LEARNING. Like other states, South Carolina lacks information on the educational performance of college students that would permit systematic state or national comparisons.

SOUTH DAKOTA

PREPARATION. A very high proportion of South Dakota's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. A large percentage of high school students enroll in upper-level science, although only a fair number enroll in upper-level math. A fair proportion of 11th and 12th graders perform well on college entrance exams.

PARTICIPATION. A large proportion of high school students in South Dakota go on to college immediately after high school, and a similar percentage of young adults (ages 18 to 24) are enrolled in college-level education or training. However, a very small percentage of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. South Dakota compares well with the best-performing states on the share of family income required, after financial aid, to attend its public four-year colleges, which enroll 82% of the students in the state. However, private institutions, which account for 17% of enrollment, require families to devote a large share of family income to attend. Also, South Dakota makes no investment in financial aid for low-income students and families.

COMPLETION. A large proportion of students at South Dakota's four-year institutions return for their sophomore year. A substantial proportion of students complete certificates and degrees relative to the number enrolled. But a small percentage of first-time, full-time college students receive a bachelor's degree within five years of enrolling.

BENEFITS. Only a fair proportion of South Dakota residents have a bachelor's degree and this impairs the state economically. But state residents contribute substantially to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, South Dakota lacks information on the educational performance of college students that would permit systematic state or national comparisons.

TENNESSEE

PREPARATION. A very large proportion of Tennessee's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform poorly on national assessments in math, reading and writing, indicating that they are not well prepared for challenging high school courses. Only a fair proportion of Tennessee's 11th and 12th graders perform well on college entrance exams, and a very low proportion do well on Advanced Placement tests.

PARTICIPATION. A low proportion of high school students in Tennessee go on to college immediately after high school, and a low percentage of young adults (ages 18 to 24) are enrolled in college-level education or training. A very small proportion of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. Tennessee compares well to the top-performing states on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges and universities, which enroll about 75% of students statewide. However, Tennessee makes a very limited investment in financial aid for low-income students and families.

COMPLETION. A high percentage of first-year students at two- and four-year colleges and universities in Tennessee return for their second year. However, a fairly low proportion of first-time, full-time college students receive their bachelor's degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A small proportion of Tennessee residents have a bachelor's degree and this impairs the state economically. A very low percentage of Tennessee's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Tennessee lacks information on the educational performance of college students that would permit systematic state or national comparisons.

TEXAS

PREPARATION. A large percentage of Texas' young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state is among the best in national assessments of 8th grade writing, but the performance of 8th graders is only fair in reading and low in math. Only a fair percentage of high school students enroll in upper-level math and science.

PARTICIPATION. A very low percentage of students in Texas go on to college immediately after high school, and only a fair percentage of young adults (ages 18 to 24) in the state are enrolled in college-level education or training. A small proportion of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. Texas' performance is only fair on the share of family income required, after financial aid, to attend its public two- and four-year colleges, which enroll about 87% of students statewide. Also, Texas makes a very limited investment in financial aid for low-income students and families.

COMPLETION. A large proportion of freshmen return for their sophomore year at four-year colleges and universities in Texas. But a low proportion of first-time, full-time college students receive a bachelor's degree within five years of enrolling. And a relatively low proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair percentage of Texas residents have a bachelor's degree, but even this rather small percentage strengthens the state's economy. A small proportion of adults in the state perform well on national assessments of high-level literacy.

LEARNING. Like other states, Texas lacks information on the educational performance of college students that would permit systematic state or national comparisons.

UTAH

PREPARATION. A very large proportion of Utah's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state is the top performer on the proportion of 8th graders taking algebra. The scores of 8th graders are high on national assessments for reading, and low-income 8th graders perform especially well in math. A large percentage of high school students enroll in upper-level math and science. Utah is also one of the best states on the proportion of high school students performing well on Advanced Placement tests.

PARTICIPATION. Only a fair percentage of high school students in Utah go on to college immediately after high school. Likewise, only fair proportions of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in college-level education or training.

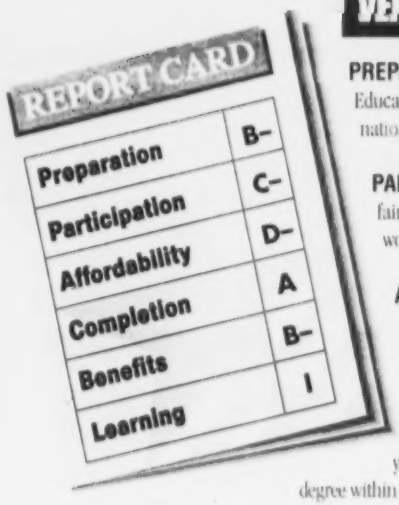
AFFORDABILITY. Utah is the top-performer on the share of family income required, after financial aid, to attend the state's public four-year colleges, which enroll 54% of students statewide. Private institutions, which account for 28% of total student enrollment, also require a very low share of family income to attend, making Utah the top performer on this measure as well. However, the state invests very little in financial aid for low-income students and families.

COMPLETION. A fairly low proportion of college students in Utah return for their second year. And a very low percentage of first-time, full-time college students receive a bachelor's degree within five years of enrolling. However, a high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A large proportion of Utah residents have a bachelor's degree and this strengthens the state economy. Utah residents contribute significantly to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Utah lacks information on the educational performance of college students that would permit systematic state or national comparisons.

VERMONT



PREPARATION. Vermont is a top performer in the percentage of young adults who earn a high school diploma or a General Education Development (GED) diploma by age 24. Also, a high percentage of 8th graders score well in math, as measured by national assessments. But only a fair proportion of Vermont's high school students enroll in upper-level math and science.

PARTICIPATION. Only a fair proportion of Vermont's students go on to college immediately after high school, and a fair percentage of young adults (ages 18 to 24) are enrolled in college-level education or training. A small proportion of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

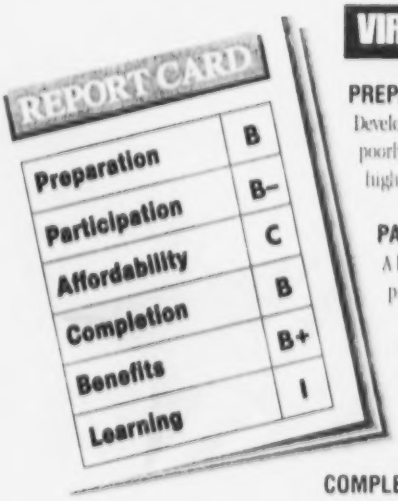
AFFORDABILITY. Vermont requires families to devote a very high share of family income, even after financial aid, to attend the state's public four-year colleges, which enroll 49% of students statewide. Private institutions, which account for 45% of enrollment, also require a very high share of family income to attend. Vermont does only a fair job of providing financial aid to low-income students and families.

COMPLETION. A very high percentage of freshmen at four-year institutions in Vermont return for their sophomore year. And the state is the top performer in the proportion of first-time, full-time college students who earn a bachelor's degree within five years of enrolling. A very large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A high percentage of Vermont residents have a bachelor's degree, but the economic gains to the state are relatively smaller than in other states. State residents contribute substantially to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Vermont lacks information on the educational performance of college students that would permit systematic state or national comparisons.

VIRGINIA



PREPARATION. A very large proportion of young adults in Virginia earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform well on national assessments in reading and writing but poorly in math. Fairly small proportions of Virginia's 11th and 12th graders score well on college entrance exams, but extremely high proportions do well on Advanced Placement tests, making Virginia a top-performing state on this measure.

PARTICIPATION. Only a fair proportion of Virginia's high school students go on to college immediately after high school. A large proportion of young adults (ages 18 to 24) and working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. Virginia performs well on the share of family income required, after financial aid, to attend the state's public two-year colleges, but the state's performance is mediocre on the same measure for public four-year institutions. Together these institutions enroll 81% of the state's students. Virginia's investment in financial aid for low-income families is very low, compared to top states.

COMPLETION. A large proportion of Virginia's first-year students at two-year colleges return for their second year, and a very high percentage of freshmen at four-year colleges and universities return for their sophomore year. A fairly high percentage of first-time, full-time college students earn a bachelor's degree within five years of enrolling. But only a fair proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. A very large proportion of Virginia residents have a bachelor's degree and this substantially strengthens the state economy. Although only a fair proportion of eligible voters go to the polls, the state compares very well to the best-performing states on charitable contributions.

LEARNING. Like other states, Virginia lacks information on the educational performance of college students that would permit systematic state or national comparisons.

WASHINGTON

PREPARATION. A very high percentage of Washington's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. Although 8th graders in the state perform well on national assessments in reading, writing and math, low-income 8th graders score poorly in math. Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests.

PARTICIPATION. Only a fair proportion of high school students in Washington go on to college immediately after high school, and a fair proportion of young adults (ages 18 to 24) are enrolled in college-level education or training. A small percentage of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

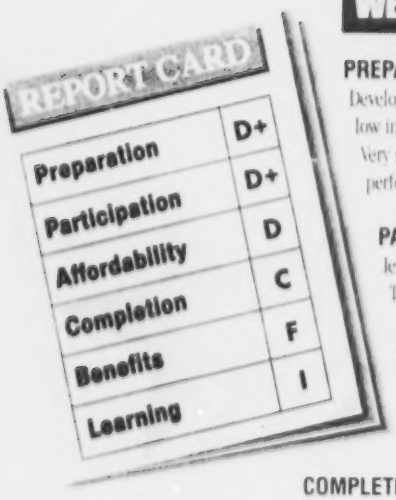
AFFORDABILITY. Washington compares well to the best-performing states on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges, which enroll 86% of the state's college students. However, the state's investment in financial aid for low-income families is very low.

COMPLETION. Washington is a top performer in the percentage of freshmen at four-year colleges who return for their sophomore year. Also, a high proportion of students complete certificates and degrees relative to the number enrolled. But only a fair proportion of first-time, full-time college students earn a bachelor's degree within five years of enrolling.

BENEFITS. A large percentage of Washington residents have a bachelor's degree and this strengthens the state economy. State residents contribute substantially to the public good, as measured by voting and especially charitable contributions. The state is a top performer on the proportion of adults who perform well on national assessments of high-level literacy.

LEARNING. Like other states, Washington lacks information on the educational performance of college students that would permit systematic state or national comparisons.

WEST VIRGINIA



PREPARATION. A very large percentage of West Virginia's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But the performance of 8th graders on national assessments is only fair in reading, very low in writing, and extremely low in math. Only a fair percentage of high school students take upper-level math and science. Very small proportions of 11th and 12th graders perform well on college entrance exams, and extremely small proportions perform well on Advanced Placement tests.

PARTICIPATION. Although a large percentage of young adults (ages 18 to 24) in West Virginia are enrolled in college-level education or training, a fairly low percentage of high school students go on to college immediately after high school. The proportion of working-age adults (ages 25 to 44) enrolled in educational programs beyond high school is very small.

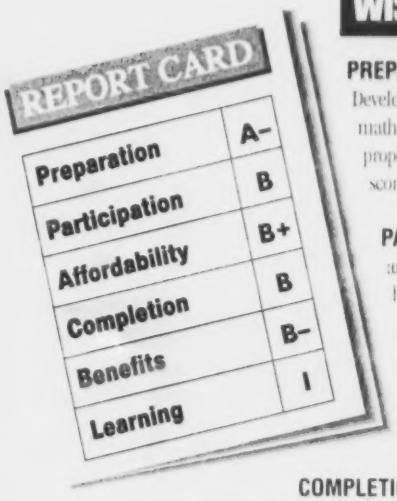
AFFORDABILITY. West Virginia requires families to devote a relatively large proportion of their income, even after financial aid, to attend the state's four-year public colleges, which enroll over 80% of the students in the state. West Virginia compares very well to the top-performing states on students' low reliance on debt to pay for higher education, but the state makes a very limited investment in financial aid for low-income families.

COMPLETION. A small percentage of first-year students at two-year colleges in West Virginia return for their second year, but a high proportion of freshmen at four-year colleges do so. Relatively few first-time, full-time college students earn a bachelor's degree within five years of enrolling. Yet a large proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. An extremely low percentage of West Virginia residents have a bachelor's degree and this impairs the state economically. A very small percentage of the state's adults perform well on national assessments of high-level literacy. But the state receives fairly good civic benefits from its population, as measured by voting and charitable contributions.

LEARNING. Like other states, West Virginia lacks information on the educational performance of college students that would permit systematic state or national comparisons.

WISCONSIN



PREPARATION. A very large percentage of young adults in Wisconsin earn a high school diploma or a General Education Development (GED) diploma by age 24. A very high percentage of 8th graders do well on national assessments in writing and math. A substantial proportion of high school students enroll in upper-level math, and the state is one of the best in the proportion enrolled in upper-level science. Wisconsin is also a top performer on the proportion of 11th and 12th graders who score well on college entrance exams.

PARTICIPATION. A large proportion of Wisconsin's high school students go on to college immediately after high school, and a substantial proportion of young adults (ages 18 to 24) are enrolled in college-level education or training. A fairly high percentage of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. Wisconsin is a best-performing state on the low share of family income required, after financial aid, to attend the state's public four-year colleges, which enroll 56% of college students in the state. But Wisconsin's performance is mediocre on the same measure for public two-year colleges, which enroll about one in four students. Wisconsin compares very well to the top-performing states on students' low reliance on debt to pay for higher education.

COMPLETION. A large proportion of first-time, full-time college students in Wisconsin receive a bachelor's degree within five years of enrolling. And a substantial proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Wisconsin residents have a bachelor's degree and this impairs the state economically. But state residents contribute substantially to the civic good, as measured by voting and charitable contributions, and a large proportion of the state's adults perform well on national assessments of high-level literacy.

LEARNING. Like other states, Wisconsin lacks information on the educational performance of college students that would permit systematic state or national comparisons.

WYOMING

PREPARATION. A large percentage of Wyoming's young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. But the performance of 8th graders is only fair on national assessments in reading and writing, and low in math, indicating that they are not well prepared for challenging high school courses. Very small proportions of 11th and 12th graders score well on Advanced Placement tests, and fair proportions perform well on college entrance exams.

PARTICIPATION. Only a fair percentage of high school students in Wyoming go on to college immediately after high school, and a fair percentage of young adults (ages 18 to 24) are enrolled in college. But a high proportion of working-age adults (ages 25 to 44) are enrolled in educational programs beyond high school.

AFFORDABILITY. Wyoming performs well on the share of family income required, after financial aid, to attend the state's public two- and four-year colleges, which respectively enroll about 55% and 45% of the state's students. Wyoming is the best-performing state when it comes to students' low reliance on debt to pay for their education. However, Wyoming makes virtually no investment in financial aid for low-income families.

COMPLETION. A large percentage of first-year community college students in Wyoming return for their second year. A relatively high proportion of students complete certificates and degrees relative to the number enrolled.

BENEFITS. Only a fair proportion of Wyoming residents have a bachelor's degree and this impairs the state economically. However, state residents contribute significantly to the public good, as measured by voting and charitable contributions.

LEARNING. Like other states, Wyoming lacks information on the educational performance of college students that would permit systematic state or national comparisons.

STUDENT PROFILE: JENNIFER PEGG

By Lori Valigra

IF YOU SEE a shooting star streaking across the night sky, it just might be Jennifer Pegg, a 19-year-old sophomore at Harvard University.

Jennifer, an astrophysics major who wants to be an astronaut, has boundless energy to take on any subject that strikes her fancy, and there are plenty of them. Freshman year, she started her days at dawn with a Welsh language class—she tried so hard to improve her pronunciation that she got a sore throat. For good measure, she piled on calculus, expository writing and a freshman seminar that tackled a problem with NASA's X-ray telescope. Even Harvard's freshman dean, who has seen a great many overachievers, refers to Jennifer Pegg as a polymath.

And Jennifer, a native of Olympia, Washington, will do just about anything to get access to classes of interest. Lacking the prerequisite courses for an evolutionary psychology class, Jennifer followed Professor Marc Hauser around until he gave her a job feeding the monkeys in his primate lab. He finally relented midyear and let her perform some cognition experiments.

"If you sound desperate and pathetic enough, the professors will let you study with them," Jennifer explained, with a characteristic combination of humility and hyperbole. But it is easy to understand why a professor would want to take on such an eager student.

After about five hours of class a day and another two hours of studying for each class, Jennifer still makes time to audit some classes, do her job of feeding the monkeys for eight dollars an hour and get involved in track and field.

Jennifer's love of the heavens started in third grade, when she read Madeline L'Engle's *A Swiftly Tilting Planet* and *A Wrinkle in Time*. At the time, she was interested in biology and poetry, but that quickly changed in the fourth grade. Her teacher, Mr. Barry, had the class build rockets, and that's when Jennifer saw a future for herself in space.

> "I'm a random student from Olympia, not someone from a rich family. I have no connections. Yet I can stop by a professor's office and they will spend an hour with me."

She became engrossed with astrophysics, physics and mathematics, the "language of the universe." "Mathematics is tied to history, poetry, religion, music and how people see themselves in the world," Jennifer said, eager to share her love of the sciences with anyone within earshot.

In the fourth grade, Harvard also entered the picture. "Most of the interesting articles in *Scholastic* magazine were by Harvard professors, so I associated wonderful learning with Harvard," Jennifer said. Her mother had always encouraged Jennifer to go to college, ever since she was a young girl.

By her junior year at Olympia High School, a public school, Jennifer was broadcasting her interests over the Internet. As part of an extra credit activity for Ms. Smith's chemistry class, she set up a home page, proclaiming, "Not only do I like physics, and plan to be an astrophysicist or an aerospace engineer, but someday you'll be watching me hike around Mars, as an astronaut!"

Her high school coursework included Advanced Placement biology, English literature and U.S. history. She also was in the Key Club, played volleyball, pole vaulted, rode horseback, got involved in journalism, read lots of books, played piano, sang in the chorus and entered an academic decathlon competition. "I did as much as I could without driving my mother crazy. She became a taxi service," Jennifer said.

Steve Shelton, Black Star

Jennifer Pegg at the waterfront in Olympia, Washington.

Steve Shelton, Black Star

Jennifer Pegg, a 19-year-old from Olympia, Washington, is a sophomore at Harvard University majoring in astrophysics. Last summer she worked in Bangladesh; her future travel plans include an expedition to Mars.

By then, Jennifer's heart was set on attending Harvard. Her parents and older sisters all went to college, but Jennifer is the first to attend an Ivy League school. To find out more about Harvard, she started visiting Internet pages set up by Harvard students, where they posted their interests, links to their papers, and other information. Jennifer started with the class of 1996, and says she looked at hundreds of students' Web pages.

She also met Owen Allen, a Harvard sophomore, online, through their shared appreciation of music. The two struck up a correspondence, and Jennifer asked Owen all the questions she had about Harvard.

Even though Jennifer had a grade-point average of 3.9, a combined SAT score of 1,480 and a long list of extracurricular activities, she wasn't a shoo-in for admission to a top school like Harvard. But Harvard was the only school she had time to apply to. Just as she was preparing her Harvard application, her father became seriously ill and died.

Jennifer had written half a dozen essays for the Harvard application the summer before her senior year of high school. "But they all turned out horrible," she said. So she decided to fall back on something she loved, a formula that has worked throughout her life. She had been working on a photo essay of used book stores, which she loves to visit, and decided to write her essay about the stores and include her photos.

She applied for early acceptance and interviewed locally with a Harvard alumnus in Olympia. Her acceptance letter came on December 15. She still seems surprised: "I don't know why I got in," she said. "I never expected to get into Harvard, so I didn't consciously prepare specifically to get into Harvard."

Once she started classes in Cambridge, she was worried about making the grade. Even in a class of 300 students, Jennifer thought the others were "40 times smarter than me." She blames her own attitude for the B's and B plusses she received for her first semester's work. Determined to do better, she ended the second semester with one B plus and the rest A's. "If you really love what you do and study hard, even at Harvard you can do well," she said.

Even though she has her eyes set on the heavens, she admits to liking every subject—she wanted to take a Zulu language class, but didn't have time for the commute across the river to Boston University, which offered the course. During her freshman year, she also helped write the freshman musical and helped coordinate faculty lunches to meet freshmen.

For a month and a half this past summer, she worked in Bangladesh for Phulki, a nongovernmental organization focused on women's and children's issues. She went to Bangladesh through the Harvard International Development Group's internship program. While in Bangladesh, she wrote reports on the programs sponsored by Phulki, which include providing daycare for women working in garment factories. "Otherwise, they have to tie down their children to keep them safe at home while they work," said Jennifer, who readily adapted to daily life in Bangladesh.

Phulki paid for her room, board and internship materials, but Jennifer and her mother paid for the airline ticket and spending money, which came to about $1,400. Jennifer insists on repaying her mother. "I still owe my mother around $400, which she would just as soon give to me, but I don't want any of my activities to ever be a financial burden on her," she said.

Jennifer and her mom are a strong team, jointly paying for her Harvard education. Some of the cost, which is about $32,000 a year, is offset by a faculty scholarship and loans.

Jennifer still pinches herself at times when she realizes that she is at Harvard. But she isn't sure that Harvard has embraced her as readily. "I'm a random student from Olympia, not someone from a rich family. I have no connections. Yet I can stop by a professor's office and they will spend an hour with me," she said.

She recalls stopping one day to read the comic strips outside the office of chemistry Professor Dudley Herschbach and falling into a long discussion with him about the nuclear test ban. But not all the talk is about academics. Anyone who talks to Jennifer hears about her cat, Olliver, a terror to rodents and rabbits who brings home "trophies" to present to Jennifer on her bed.

Is Harvard everything Jennifer Pegg hoped it would be? Yes, and quantifiably so. "Harvard is a thousand percent better than I expected," she replied.

Freelance writer Lori Valigra lives in Boston.

STUDENT PROFILE: AMANDA WEITZEL

By Kathy Witkowsky

ON A SWELTERING DAY last summer, Amanda Weitzel, 17, and eight of her friends carpooled 45 minutes from their homes in Libby, Montana (population 2,675), to Lower Thompson Lake. Northwest Montana offers many cold, clear lakes, but Amanda, who organized the outing, chose Lower Thompson because she loves the rope swing there.

Amanda is conservative, the kind of teenager who has never violated her curfew. But she is no shrinking violet—she changes the oil in her car. So when her turn came around, Amanda hesitated for only a moment before she swung out over the lake and then, with a cry of glee, plummeted eight feet into the chilly water below.

Such are the innocent pleasures of Amanda Weitzel's life. On Wednesday nights she attends a Baptist youth group meeting. Afterwards she and her friends often pile into her '86 Subaru station wagon and head to the local drive-in movie. On weekends, they'll "drag the gut"—the local term for cruising Mineral Avenue, downtown Libby's main street. That is if she's not camping or snowmobiling with her parents. Like many teenagers, she likes to shop—but the closest mall is 89 miles away, so shopping is not much of an option. That, she says, is a small price to pay for the joys of living in Libby.

"I like how my life is," she said, over chips and soft drinks at the lake, where the discussion centered on the upcoming Libby Logger Days, the town's annual celebration of its timber heritage. "I have good family and good friends."

She wants to go to college, and always has, "so I can have a really cool job—something that interests me," she explained. Amanda, a senior, is a good student; her 3.77 grade-point average ranked 19th in her class of 150 last year. She particularly enjoys math, which she has taken all through high school.

What is her number-one priority in choosing a college? "I'd like to be close to home," she said. That obviously limits her choices. She also doesn't want to live in a big city, which by her definition includes Spokane, Washington, population 189,000, which is 164 miles from Libby.

If Amanda wanted to, she could live at home and attend the Lincoln County campus of Flathead Valley Community College, which is in Libby, or commute the 89 miles to the main campus in Kalispell. But neither, she feels, would provide enough of a "real" college experience, with dormitories and other opportunities. So Amanda is considering two schools: the University of Montana in Missoula, which is 190 miles from Libby, and North Idaho College, in Coeur d'Alene, 134 miles from home. She doesn't know much about either of them, though she has checked out the University of Montana website and discovered that the school is "a lot bigger than I'd imagined."

How to pay for college is a big concern for many of Amanda's friends. One popular route for high school seniors in Libby is to enlist in the armed services.

So far, Amanda knows very little about college life. The most time she's ever spent on a college campus was this summer, when she took a 15-minute walk around the University of Montana. Most of her information comes from friends and one cousin who briefly attended Montana State University, in Bozeman, but quit to come back to Libby and get married.

An only child, Amanda has a close relationship with her parents, Cindy and Ray, both of whom grew up in

Michael Collier

High school senior Amanda Weitzel is looking for a college that's not too large, not too small, not too expensive, and close to her hometown in the northwest corner of Montana.

Michael Gallacher

Amanda Weitzel alongside a town landmark in Libby, Montana.

Libby. As the family discussed Amanda's future in their modest three-bedroom home, Amanda displayed no hint of the combativeness or surliness that usually accompanies adolescence. Instead, there was mutual respect and admiration.

"She's a good kid," her mother said.

Amanda is, in fact, the kind of kid most parents dream about. She doesn't drink alcohol. Doesn't smoke. Doesn't swear. Her bedroom is spotless. Her parents never have to nag her about her schoolwork. She doesn't spend much time watching television or playing on the computer. This summer, she read *Chicken Soup for the Teenage Soul #3*, a collection of uplifting stories and life lessons by and about teenagers.

Both Cindy and Ray attended college briefly, but neither completed a degree. "I always wanted to go to college," Ray said. But after a quarter at Montana State University in Bozeman, he lost interest and came back to Libby, where he later opened Raycin Automotive, a car repair shop he named after himself and his wife. Cindy attended Ricks College in Rexburg, Idaho, for a year, then transferred to Utah Technical College (now Utah Valley State College), which she attended for a quarter until she decided to move back to Libby to be with Ray.

Ray and Cindy support Amanda's plans to attend college, which they feel will give her more options for her future. Cindy expects that Amanda will marry, but she also wants Amanda to be able to support herself—preferably with a job she enjoys.

"I don't want her on her feet counting money all day," said Cindy, who is a teller at the Libby branch of First National Bank of Montana. Cindy has always regretted that she never finished college, and she is pleased that Amanda will have the opportunity to do so. But like Amanda, she's already experiencing separation anxiety.

"It's getting really close and I'm not liking it," Cindy said. "She's my bud. She's my pal."

Amanda has mixed feelings about leaving home. On the one hand, she is looking forward to more independence. On the other, she is concerned about leaving everything that is familiar. "I'm excited for it but a little nervous," she said. "But I think it'll be a good experience."

She pictures herself hanging out in the dorm, getting to know her roommate, and having a good time. She expects college to be more academically challenging than high school. "You go to school, but it's more of a struggle," is the way Amanda imagines it. Her scores on the ACT exam, a college entrance test, placed her in the 71st percentile in math and the 44th percentile in English. These results do not match her grades, and she hopes to improve her scores when she retakes the ACT.

Amanda has thought vaguely about studying architecture ever since she wrote a report about the profession for a freshman-year class. Interior design, she points out, might be a better option for her: It doesn't appear to demand the grueling hours. Not that Amanda is afraid of work—she just thinks there's more to life.

For several years Amanda has had an after-school job at the bank where her mother is employed. Last year, she put in 15 hours a week cleaning and shredding documents for $6 an hour. This past summer, she also took a half-time secretarial job at a local law firm. She uses the money she earns—plus her allowance of $10 a week—to pay for gas and for car insurance. And she saves for college.

Neither Amanda nor her parents have calculated how much college will cost, but they know it will be expensive. Tuition at the University of Montana is about $2,800 a year, and there will be living expenses. "I worry about it all the time," Cindy said. She envies bank customers who planned ahead, and she wishes that she and her husband had started saving for college sooner.

Ray seems less anxious. "We'll just do whatever we can to help her out," he said, joking that he might have to sell Amanda's beloved snowmobile to raise some extra cash. The family hasn't looked into educational loans or grants.

How to pay for college is also a big concern for many of Amanda's friends. Libby is the county seat of Lincoln County, which has one of the highest unemployment rates in the state. The timber and mining industries that traditionally sustained the area are dying. And wages in Lincoln County are low; even by Montana standards. In 1998, the last year for which figures are available, average per capita income was $16,297.

compared to the state average of $21,229, and a national average of $27,205.

One popular route for high school seniors in Libby is to enlist in the armed services. That's what 17-year-old Kaleena Couvillion expects to do after graduating in 2001. "I couldn't pay for college, my parents couldn't pay for college," explained Kaleena, whose older brother already has enlisted. She wants the Army to train her in a health field—though she likely will have to remove her eyebrow rings and lip rings before they will do so.

Annette Sauby, 18, who recently moved to Libby, said she wasn't sure what she wanted to do after graduation next spring. "Mostly right now I'm wanting to get a job," said Annette, whose parents are both currently unemployed.

Some of Amanda's friends have specific aspirations. Sixteen-year-old Donna Mari wants a career in foreign policy. She attended a National Youth Leadership Forum on Defense, Intelligence and Diplomacy in Washington, D.C., and is part of Close-Up, a group of high school seniors planning to travel to Washington next year to learn more about government.

"A lot of people say it's impossible to get a good education in such a small school. But if you take advantage of the opportunities, it's fine," Donna said. She is considering Lewis and Clark College in Portland, Oregon, or St. Mary's College, in northern California.

The biggest hurdle for Libby's graduating seniors may not be educational but geographical and cultural. Twenty-year-old Nancy Zamzow graduated from Libby High School in 1998. Already, she said, about a dozen couples from her graduating class of about 150 have married.

That horrifies Nancy. "Libby's a nice place but I don't want to stay here for the rest of my life," she said. Nancy is entering her sophomore year at Concordia College in Moorhead, Minnesota. Nancy and a few of her closest friends made a pact: It's okay to come back to Libby, but not until they have lived elsewhere.

That is part of Amanda's plan as well. After college, she would like to live in Libby if possible, but she knows that her hometown does not offer many career options. So she would consider Kalispell (population 16,089), the closest town that has broader economic opportunities.

Amanda's ambitions are modest: she'd like to get married, have one or two kids, work in an interesting job that provides enough money so that she can afford "a nice car, a nice house, and nice stuff—to where everything's dependable."

In short, what Amanda wants is a life pretty similar to the one she and her parents have now. Her hope is that college will help her to attain it.

Kathy Witkowsky is a freelance writer who lives in Missoula, Montana.

STUDENT PROFILE: CALE SWEENEY

By Lori Valigra

AT THE RIPE AGE of 17, Cale Sweeney has his life planned out, straight through to retirement. "After college, I want to work at a financial institution like Morgan Stanley as an aggressive stock trader, and then I want to move my dad's business to Boston after he retires. And then I'd like that company to get bought out, so I can start a hedge fund, make millions, and retire by the time I'm 40, but more realistically, by 65. Then I want to go to Aruba."

Tall, muscular, affable, and self-assured, Cale sounds more like a seasoned Wall Street trader than the senior he is at Souhegan High School in Amherst, New Hampshire. But he comes by his confidence honestly, having learned about investing from his father, a financial advisor who heads his own company, and from reading books like *Barbarians at the Gate* and *The Idiots' Guide to Wall Street*. For his senior project, Cale wants to set up a simulated mutual fund and, if possible, start an investment club at school.

Last summer Cale took two special courses for high school students at Bentley College in Waltham, Massachusetts: a leadership seminar and Wall Street 101. Interviewed at Bentley, he talked with ease about his love of making money and his plans for doing so.

"Wall Street 101 is one of the most beneficial, educational courses I've ever taken. We learned about portfolio optimization and how to value a security and judge risk."

For now, though, Cale is focused on getting into college, with Bentley near the top of his list. There was little question that he would attend college, though for a brief time he flirted with enlisting in the military or becoming a philosopher.

"I never questioned going to college. My parents have been persistent in pushing me in that direction," Cale explained. Both Heather and Glenn Sweeney went to the State University of New York in Plattsburgh, and both were the first in their family to go to college. Glenn runs Sweeney Financial Management in Manchester, New Hampshire, and Heather is a sixth-grade science teacher. Their younger son Ryan, 13, is in middle school.

Cale has also followed his parents' advice about taking on extracurricular activities to improve his chance of acceptance by choice colleges. He plays trombone in the high school band and joined the volleyball, lacrosse and other sports teams.

The extra activities have already paid a dividend. Cale's lacrosse team played in a national tournament in Maryland, and he went to Disneyworld with the band, twice. "That was the best time of my life," he said.

Souhegan High encourages students to take on independent activities and to shoulder responsibility. The four-year experimental public school opened in September 1992 to serve the upper-middle-class towns of Amherst and Mont Vernon. In 1997 Souhegan received initial accreditation by the New England Association of Schools and Colleges. The enrollment is about 1,000.

Each Souhegan student participates in an advisory group that meets every day for 20 minutes to discuss academic and personal issues. There is no class president; instead, students run a community council. All seniors must create and exhibit a senior project, and graduation requirements include community service.

According to statistics from Souhegan, 85 percent of the 166 graduates in 1998 went on to four-year colleges and 3 percent went on to two-year colleges. Among those students, the mean verbal score on the SAT was 546 and the mean math score was 523, a few points above the statewide averages for college-bound seniors and comfortably above the national mean scores.

But only 5.6 percent of Souhegan graduates in the class of 1999 were admitted to the most competitive colleges, such as Brown University and other Ivy League schools. Almost half of the graduates were accepted at schools ranked as "competitive" by Barron's Profiles of American Colleges. Those schools include Bentley, the University of Massachusetts and the University of New Hampshire.

Cale knows that his 3.2 grade-point average and his SAT scores (530 verbal and 640 math) are not strong enough to impress admissions officers at nearby Boston College or Dartmouth College. But he wants to stay in New England, and he is most enthusiastic about Bentley, Babson College, the University of New Hampshire, and Boston University. Not surprisingly, he plans to major in finance and business administration.

During his junior year, Cale began scouting colleges, with help from his school counselor, to whom he talks once a

Mark Johnson

Cale Sweeney, a senior at Soubegan High School in Amherst, New Hampshire, expects college to prepare him for Wall Street.

month. While visiting Bentley last spring, he spotted a flier about the special summer courses.

The first course, recommended by his father as well, was the Leadership Institute, a five-day session in July that gave 135 high school juniors and seniors a sense of what it takes to be a leader in a private enterprise. And because the course was held on Bentley's campus, they also got a taste of college life.

At the leadership session, Cale met Joe Morone, the son of Bentley's president and a course counselor. Morone, who will be a freshman at Brown this year, told Sweeney a lot about Bentley. Speakers at the institute included representatives from PricewaterhouseCoopers, Gillette, and Ernst & Young, among other companies.

For their main project, the students were divided into ten teams, each of which became a company that made and sold watches. The teams were charged with managing money, investing in research and development, and marketing.

Each watch company had a head, a role Cale slipped into quite naturally. "I was very successful," he said confidently. "We decided we wanted to be in first place, so we took huge risks to get big rewards. We dominated sales," he said.

His team won the competition. For their efforts, each team member received a T-shirt, a neck lanyard and a $10 gift certificate.

Cale felt that the course taught him a lot about types of leadership and management skills. "I think I can get people to respect me, so they'll listen to my advice," he said. "And I listen to them, too. I try to motivate the knuckleheads, but if I can't, I focus on the group members who want to be there."

Did Cale ever contemplate losing? "I don't take losing to heart," he mused. "It's not the winning or losing in the end, it's the process." But failure to meet his own expectations, he added, disappoints him, and he prefers to work alone or if he is in a group, to lead it.

The high point of the summer was Bentley's Wall Street 101 course, which fit squarely into Cale's career plans. "Wall Street 101 is one of the most beneficial, educational courses I've ever taken," he said. The seven-day course attracted 60 high school students from all over the United States.

"We learned about portfolio optimization and how to value a security and judge risk, and a Fidelity bond manager told us how bonds work," Cale said. "This was a practical education for me. I want to get right into the business world."

Cale thinks he has the right stuff to be a successful stock trader: "I'm very competitive. Wall Street and business is a good field for that." He readily dispenses investment advice such as, "A good investor can make money no matter what happens. If the market goes down, you sell short."

He was even more excited about the field trips to Boston, where students visited the Boston Stock Exchange trading floor, Federal Reserve Bank and Fleet Bank. And he practically lived in Bentley's own trading room on campus.

Cale has also taken his first steps as a stock investor. In the summer of 1999, he worked as a state park employee and earned $2,000. He invested $500 of it to buy two shares each of Genentech, a biotechnology company, and the telecommunications giant Cisco Systems.

"My dad recommended I buy the shares to see what investing is really like," he said. "Right now, I'm a little above break-even."

Glenn Sweeney has taught his son other practical life lessons. He allowed Cale to buy the red pickup truck he wanted, but Cale had to pay for half of it. The same will go for college. "My parents will pay for a good portion of my college, but I'll have to pay for some," Cale said.

Though Cale describes himself as a dreamer and somewhat of an artist, he gravitates toward quantitative matters. "I like concrete numbers. You have to have something solid to value your business, like a profit," he said.

Freelance writer Lori Valigra lives in Boston.

ALABAMA

PREPARATION — F

HIGH SCHOOL COMPLETION (20%)	Alabama	Top States
18- to 24-year-olds with a high school credential	84%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	27%	59%
9th to 12th graders taking at least one upper-level science course	19%	37%
8th grade students taking algebra	12%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	12%	33%
in reading	21%	38%
in writing	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	2%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	127	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	47	158

Change over Time: In Alabama from 1990 to 1998, the proportion of high school students enrolled in upper-level math and science courses remained stagnant, at approximately 28% and 19%, respectively.

PARTICIPATION — C+

YOUNG ADULTS (60%)	Alabama	Top States
High school freshmen enrolling in college within 4 years in any state	35%	54%
18- to 24-year-olds enrolling in college	33%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4%	4.7%

Performance Gaps: In Alabama, 93% of 18- to 24-year-olds from high-income families enroll in college, compared to 74% of those from low-income families. Also, of 18- to 24-year-olds whose parents have at least some college education, 95% enroll in college, compared to 72% of those whose parents did not attend college.

Change over Time: In Alabama from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 26% to 33%.

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	Alabama	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	22%	17%
at public 4-year colleges/universities	25%	19%
at private 4-year colleges/universities	47%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	18%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,509	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Alabama	Top States
1st year community college students returning their 2nd year	44%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	72%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	45%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: For every 100 Hispanic students enrolled in college in Alabama, 8 receive a degree or certificate. In comparison, for every 100 white students enrolled, 19 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Alabama	Top States
Population aged 25 to 65 with bachelor's degree or higher	21%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Alabama had the same educational attainment and earnings as whites, total personal income in the state would be $4.8 billion higher, and the state would realize an estimated $1.7 billion in additional tax revenues.

Gaps in Data: Data are unavailable for Alabama on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Alabama	State Rank
Population	4,369,862	23
Gross state product	$103,109,000,000	25

Note: Data are from 1998–99.

Leading Indicators

	Alabama	U.S.
Projected % change in population, 2000–2015	11.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-1.9%	9.5%
Projected budget surplus/shortfall by 2008	-4.8%	-3.8%
Average income of poorest 20% of population	$8,394	$10,005
Children in poverty (1995)	23.0%	21.0%
Percent of population with less than a high school diploma or equivalent	21.2%	16.0%
New economy index (1999)*	32.3	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	18	
Public 2-year	31	
Private 4-year	20	
Private 2-year	10	
Students Enrolled by Institution Type		
Public 4-year	99,252	52%
Public 2-year	71,869	37%
Private 4-year	20,268	11%
Private 2-year	1,090	1%
Students Enrolled by Level		
Undergraduate	192,479	88%
Graduate	21,961	10%
Professional	4,345	2%
Enrollment Status of Students		
Full-time	152,297	70%
Part-time	66,488	30%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	3,828	
Average Tuition		
Public 4-year institutions	$2,488	
Public 2-year institutions	$1,345	
Private 4-year institutions	$8,241	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$12	
Per capita, FY 1999	$239	
% change, FY 1990–1999, in constant dollars		41%

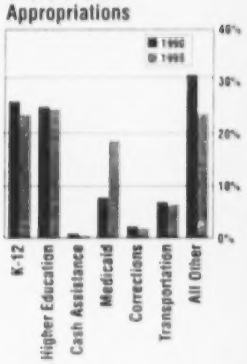
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

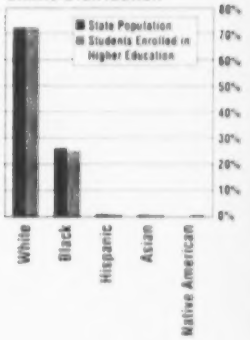
Percent of State Residents Who Say:	Alabama	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	40%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	24%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	34%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	46%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**Alabama**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	22%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/-7%; national sample, +/-3%. Margin of error for employer satisfaction survey: +/-6%.

Share of State Appropriations



Ethnic Distribution



ALASKA

PREPARATION — A–

HIGH SCHOOL COMPLETION (20%)	Alaska	Top States
18- to 24-year-olds with a high school credential	89%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	30%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	183	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	96	158

Gaps in Data: Data are unavailable for Alaska on how many high school students enroll in upper-level math and science courses, as well as on how many 8th graders enroll in algebra, because Alaska declined to participate in national surveys. Data are also unavailable for 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — D+

YOUNG ADULTS (60%)	Alaska	Top States
High school freshmen enrolling in college within 4 years in any state	26%	54%
18- to 24-year-olds enrolling in college	31%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.9%	4.7%

Note: In 1996, 50% of students going on to college enrolled out of state.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	Alaska	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	22%	19%
at private 4-year colleges/universities	30%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,422	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — F

PERSISTENCE (20%)	Alaska	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	n/a	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	n/a	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	11	20

Gaps in Data: Data are unavailable for Alaska on the percentage of first-year college students who return for their second year, and on how many students receive a bachelor's degree within five years of enrolling, due to the small sample size in the state.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B

EDUCATIONAL ACHIEVEMENT (30%)	Alaska	Top States
Population aged 25 to 65 with bachelor's degree or higher	27%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	57%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Alaska had the same educational attainment and earnings as whites, total personal income in the state would be $480 million higher, and the state would realize an estimated $168 million in additional tax revenues.

Gaps in Data: Data are unavailable for Alaska on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Alaska	State Rank
Population	619,500	48
Gross state product	$24,494,000,000	45

Note: Data are from 1998–99.

Leading Indicators

	Alaska	U.S.
Projected % change in population, 2000–2015	21.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–1.9%	9.5%
Projected budget surplus/shortfall by 2008	–16.4%	–3.8%
Average income of poorest 20% of population	$14,128	$10,005
Children in poverty (1995)	11.0%	21.0%
Percent of population with less than a high school diploma or equivalent	9.4%	16.0%
New economy index (1999)*	57.7	48.1

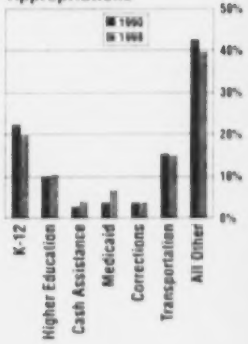
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	3	
Public 2-year	1	
Private 4-year	3	
Private 2-year	1	
Students Enrolled by Institution Type		
Public 4-year	24,604	93%
Public 2-year	750	3%
Private 4-year	553	2%
Private 2-year	443	2%
Students Enrolled by Level		
Undergraduate	26,350	94%
Graduate	1,565	6%
Professional	–	0%
Enrollment Status of Students		
Full-time	11,695	42%
Part-time	16,220	58%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–1,441	
Average Tuition		
Public 4-year institutions	$2,611	
Public 2-year institutions	$1,900	
Private 4-year institutions	$8,716	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$278	
% change, FY 1990–1999, in constant dollars		–1%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

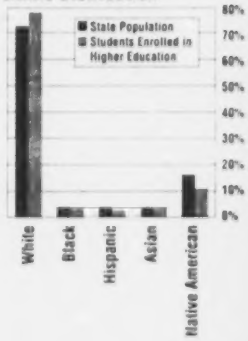


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Alaska	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	35%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	45%	52%
The price of college is out of reach in the state. **(Affordability)**	11%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	44%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction:	**Alaska**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



ARIZONA

PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	*Arizona*	*Top States*
18- to 24-year-olds with a high school credential	77%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	18%	33%
in reading	28%	38%
in writing	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	158

Performance Gaps: In Arizona, 87% of white 18- to 24-year-olds have a high school credential, compared to 66% for all other races.

Change over Time: In Arizona from 1987 to 1998, the percentage of 18- to 24-year-olds with a high school credential decreased from 82% to 77%.

Gaps in Data: Data are unavailable for Arizona on how many high school students enroll in upper-level math and science courses, as well as on how many 8th graders enroll in algebra, because the state declined to participate in national surveys.

PARTICIPATION — C

YOUNG ADULTS (60%)	*Arizona*	*Top States*
High school freshmen enrolling in college within 4 years in any state	28%	54%
18- to 24-year-olds enrolling in college	27%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.7%	4.7%

AFFORDABILITY — C–

FAMILY ABILITY TO PAY (50%)	*Arizona*	*Top States*
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	24%	17%
at public 4-year colleges/universities	27%	19%
at private 4-year colleges/universities	49%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	9%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,038	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — C–

PERSISTENCE (20%)	*Arizona*	*Top States*
1st year community college students returning their 2nd year	45%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	44%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Arizona	Top States
Population aged 25 to 65 with bachelor's degree or higher	25%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	41%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	23%	28%
prose	23%	28%
document	21%	26%

Performance Gaps: In Arizona, 31% of white 25- to 65-year-olds hold a bachelor's degree, compared to 12% for all other races.

This year, if all ethnic groups in Arizona had the same educational attainment and earnings as whites, total personal income in the state would be $5.9 billion higher, and the state would realize an estimated $2.1 billion in additional tax revenues.

LEARNING — I

State Context

	Arizona	State Rank
Population	4,778,332	20
Gross state product	$121,239,000,000	24

Note: Data are from 1998–99.

Leading Indicators

	Arizona	U.S.
Projected % change in population, 2000–2010	21.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	33.8%	9.5%
Projected budget surplus/shortfall by 2008	-10.5%	-3.8%
Average income of poorest 20% of population	$9,300	$10,005
Children in poverty (1995)	25.0%	21.0%
Percent of population with less than a high school diploma or equivalent	18.1%	16.0%
New economy index (1999)*	59.2	48.1

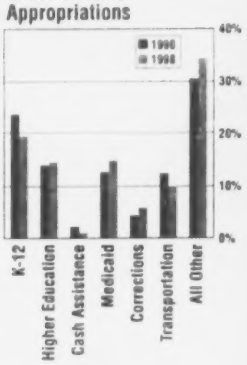
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	5	
Public 2-year	20	
Private 4-year	20	
Private 2-year	22	
Students Enrolled by Institution Type		
Public 4-year	77,485	30%
Public 2-year	157,398	61%
Private 4-year	17,273	7%
Private 2-year	7,472	3%
Students Enrolled by Level		
Undergraduate	259,628	89%
Graduate	31,207	11%
Professional	1,895	1%
Enrollment Status of Students		
Full-time	141,719	48%
Part-time	151,011	52%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	4,488	
Average Tuition		
Public 4-year institutions	$2,058	
Public 2-year institutions	$819	
Private 4-year institutions	$6,903	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$236	
% change, FY 1990–1999, in constant dollars		56%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

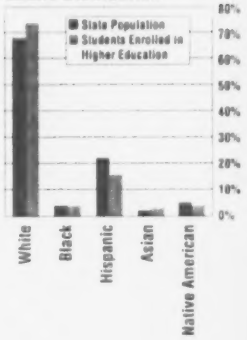


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Arizona	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	28%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	56%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	33%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	43%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	37%	38%
Employer Satisfaction:	**Arizona**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	34%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



ARKANSAS

PREPARATION — D

HIGH SCHOOL COMPLETION (20%)	Arkansas	Top States
18- to 24-year-olds with a high school credential	85%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	46%	59%
9th to 12th graders taking at least one upper-level science course	27%	37%
8th grade students taking algebra	8%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	13%	33%
in reading	23%	38%
in writing	13%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	120	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	33	158

Performance Gaps: In Arkansas, 67% of white high school students enroll in upper-level math and science courses, compared to 36% of Hispanic students.

Change over Time: In Arkansas from 1990 to 1998, the proportion of high school students enrolled in upper-level math courses increased from 31% to 46%. During the same period, the proportion of high school students enrolled in upper-level science increased from 11% to 27%.

Gaps in Data: Data are unavailable for Arkansas on the performance of low-income 8th graders in math, because the state declined to participate in national assessments.

PARTICIPATION — D–

YOUNG ADULTS (60%)	Arkansas	Top States
High school freshmen enrolling in college within 4 years in any state	39%	54%
18- to 24-year-olds enrolling in college	26%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.1%	4.7%

AFFORDABILITY — C+

FAMILY ABILITY TO PAY (50%)	Arkansas	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	20%	17%
at public 4-year colleges/universities	24%	19%
at private 4-year colleges/universities	45%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	21%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,345	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — D+

PERSISTENCE (20%)	Arkansas	Top States
1st year community college students returning their 2nd year	54%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	67%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	32%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

Performance Gaps: For every 100 black students enrolled in college in Arkansas, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — D–

EDUCATIONAL ACHIEVEMENT (30%)	Arkansas	Top States
Population aged 25 to 65 with bachelor's degree or higher	18%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	47%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	16%	28%
prose	13%	28%
document	12%	26%

Performance Gaps: This year, if all ethnic groups in Arkansas had the same educational attainment and earnings as whites, total personal income in the state would be $1.6 billion higher, and the state would realize an estimated $543 million in additional tax revenues.

LEARNING — I

State Context

	Arkansas	State Rank
Population	2,551,373	33
Gross state product	$58,479,000,000	32

Note: Data are from 1998–99.

Leading Indicators

	Arkansas	U.S.
Projected % change in population, 2000–2015	11.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–2.1%	9.5%
Projected budget surplus/shortfall by 2008	–2.3%	–3.8%
Average income of poorest 20% of population	$8,256	$10,005
Children in poverty (1995)	22.0%	21.0%
Percent of population with less than a high school diploma or equivalent	23.2%	16.0%
New economy index (1999)*	26.2	48.1

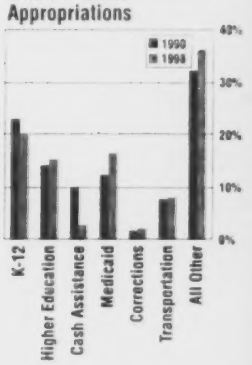
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	10	
Public 2-year	23	
Private 4-year	10	
Private 2-year	4	
Students Enrolled by Institution Type		
Public 4-year	52,443	51%
Public 2-year	38,997	38%
Private 4-year	10,687	10%
Private 2-year	541	1%
Students Enrolled by Level		
Undergraduate	102,668	91%
Graduate	8,017	7%
Professional	1,657	1%
Enrollment Status of Students		
Full-time	72,561	65%
Part-time	39,781	35%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	550	
Average Tuition		
Public 4-year institutions	$2,452	
Public 2-year institutions	$948	
Private 4-year institutions	$7,591	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$219	
% change, FY 1990–1999, in constant dollars		89%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

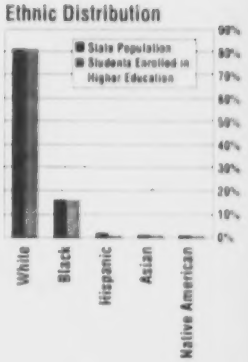


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Arkansas	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	49%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	60%	52%
The price of college is out of reach in the state. **(Affordability)**	17%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	41%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	38%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	34%	38%
Employer Satisfaction:	**Arkansas**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	62%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



CALIFORNIA

PREPARATION — C–

HIGH SCHOOL COMPLETION (20%)	California	Top States
18- to 24-year-olds with a high school credential	81%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	36%	59%
9th to 12th graders taking at least one upper-level science course	20%	37%
8th grade students taking algebra	21%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	17%	33%
in reading	22%	38%
in writing	20%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	144	158

Performance Gaps: In California, 92% of white 18- to 24-year-olds hold a high school credential, compared to 72% for all other races.

PARTICIPATION — B+

YOUNG ADULTS (60%)	California	Top States
High school freshmen enrolling in college within 4 years in any state	43%	54%
18- to 24-year-olds enrolling in college	38%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.3%	4.7%

Change over Time: In California from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 28% to 38%.

Performance Gaps: In California, 58% of 18- to 24-year-olds from high-income families enroll in college, compared to 33% of those from low-income families. Also, of 18- to 24-year-olds whose parents have at least some college education, 55% enroll in college, compared to 31% for those whose parents did not attend college.

AFFORDABILITY — A

FAMILY ABILITY TO PAY (50%)	California	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	26%	17%
at public 4-year colleges/universities	31%	19%
at private 4-year colleges/universities	73%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	37%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	4%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,361	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	California	Top States
1st year community college students returning their 2nd year	48%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	53%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	13	20

Performance Gaps: For every 100 black students enrolled in college in California, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 13 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B+

EDUCATIONAL ACHIEVEMENT (30%)	California	Top States
Population aged 25 to 65 with bachelor's degree or higher	29%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	24%	28%
prose	24%	28%
document	21%	26%

Performance Gaps: In California, 37% of white 25- to 65-year-olds have a bachelor's degree, compared to 20% for all other races.

This year, if all ethnic groups in California had the same educational attainment and earnings as white, total personal income in the state would be $72.8 billion higher, and the state would realize an estimated $25.5 billion in additional tax revenues.

LEARNING — I

State Context

	California	State Rank
Population	33,145,121	1
Gross state product	$1,033,016,000,000	1

Note: Data are from 1998–99.

Leading Indicators

	California	U.S.
Projected % change in population, 2000–2015	27.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	21.3%	9.5%
Projected budget surplus/shortfall by 2008	--2.8%	-3.8%
Average income of poorest 20% of population	$9,900	$10,005
Children in poverty (1995)	25.0%	21.0%
Percent of population with less than a high school diploma or equivalent	19.9%	16.0%
New economy index (1999)*	74.3	48.1

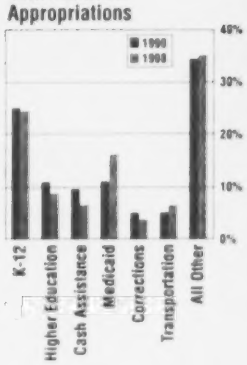
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	32	
Public 2-year	109	
Private 4-year	182	
Private 2-year	73	
Students Enrolled by Institution Type		
Public 4-year	404,743	23%
Public 2-year	1,149,704	66%
Private 4-year	148,283	9%
Private 2-year	29,877	2%
Students Enrolled by Level		
Undergraduate	1,732,607	88%
Graduate	192,422	10%
Professional	33,171	2%
Enrollment Status of Students		
Full-time	936,626	48%
Part-time	1,021,574	52%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	26	
Average Tuition		
Public 4-year institutions	$2,712	
Public 2-year institutions	$380	
Private 4-year institutions	$13,016	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$10	
Per capita, FY 1999	$268	
% change, FY 1990–1999, in constant dollars		38%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

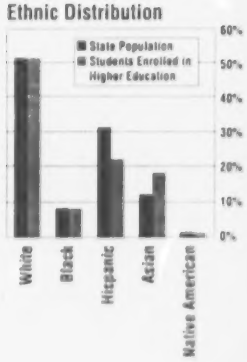


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	California	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	37%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	24%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	32%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	43%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	33%	38%
Employer Satisfaction:	**California**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	50%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



COLORADO

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	Colorado	Top States
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	25%	33%
in reading	30%	38%
in writing	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	11%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	204	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	98	158

Performance Gaps: In Colorado, 93% of white 18- to 24-year-olds have a high school credential, compared to 66% for all other races.

Change over Time: In Colorado from 1987 to 1998, the proportion of 18- to 24-year-olds holding a high school credential decreased from 89% to 86%.

Gaps in Data: Data in Colorado are unavailable for how many high school students take upper-level math and science courses, as well as for 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — B–

YOUNG ADULTS (60%)	Colorado	Top States
High school freshmen enrolling in college within 4 years in any state	38%	54%
18- to 24-year-olds enrolling in college	29%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.3%	4.7%

AFFORDABILITY — B–

FAMILY ABILITY TO PAY (50%)	Colorado	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	22%	19%
at private 4-year colleges/universities	57%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	48%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,823	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Colorado	Top States
1st year community college students returning their 2nd year	42%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	49%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Colorado	Top States
Population aged 25 to 65 with bachelor's degree or higher	35%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	55%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	48%	28%
prose	46%	28%
document	36%	26%

Performance Gaps: In Colorado, 39% of white 25- to 65-year-olds have a bachelor's degree, compared to 17% for all other races.

This year, if all ethnic groups in Colorado had the same educational attainment and earnings as whites, total personal income in the state would be $723 million higher, and the state would realize an estimated $253 million in additional tax revenues.

Change over Time: In Colorado from 1987 to 1998, the proportion of 25- to 65-year-olds with a bachelor's degree increased from 26% to 35%.

LEARNING — I

State Context

	Colorado	State Rank
Population	4,056,133	24
Gross state product	$126,084,000,000	22

Note: Data are from 1998–99.

Leading Indicators

	Colorado	U.S.
Projected % change in population, 2000–2015	16.0%	12.9%
Projected % change in number of all high school graduates, 1999–2010	15.2%	9.5%
Projected budget surplus/shortfall by 2008	–7.0%	–3.8%
Average income of poorest 20% of population	$12,000	$10,005
Children in poverty (1995)	12.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.4%	16.0%
New economy index (1999)*	72.3	48.1

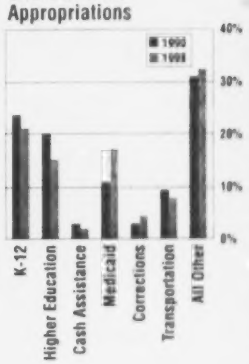
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	13	
Public 2-year	15	
Private 4-year	24	
Private 2-year	18	
Students Enrolled by Institution Type		
Public 4-year	104,602	50%
Public 2-year	78,224	37%
Private 4-year	23,486	11%
Private 2-year	4,544	2%
Students Enrolled by Level		
Undergraduate	210,856	84%
Graduate	38,217	15%
Professional	3,172	1%
Enrollment Status of Students		
Full-time	137,508	55%
Part-time	114,737	45%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,001	
Average Tuition		
Public 4-year institutions	$2,620	
Public 2-year institutions	$1,452	
Private 4-year institutions	$12,101	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$177	
% change, FY 1990–1999, in constant dollars		42%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

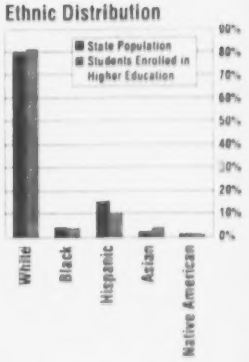


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Colorado	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	37%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	47%	52%
The price of college is out of reach in the state. **(Affordability)**	19%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	35%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	45%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	35%	38%
Employer Satisfaction:	**Colorado**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	27%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



CONNECTICUT

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	*Connecticut*	*Top States*
18- to 24-year-olds with a high school credential	92%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	49%	59%
9th to 12th graders taking at least one upper-level science course	33%	37%
8th grade students taking algebra	28%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	31%	33%
in reading	42%	38%
in writing	44%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	9%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	157	158

Performance Gaps: In Connecticut, 78% of white high school students enroll in upper-level math courses, compared to 39% of black high school students. Also, 74% of white high school students enroll in upper-level science courses, compared to 42% of black high school students.

PARTICIPATION — B+

YOUNG ADULTS (60%)	*Connecticut*	*Top States*
High school freshmen enrolling in college within 4 years in any state	44%	54%
18- to 24-year-olds enrolling in college	42%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.0%	4.7%

Change over Time: In Connecticut from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 31% to 42%.

Note: In 1996, 44% of students going on to college enrolled out of state.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	*Connecticut*	*Top States*
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	22%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	69%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	81%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	15%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,313	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B+

PERSISTENCE (20%)	*Connecticut*	*Top States*
1st year community college students returning their 2nd year	62%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	66%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Connecticut	Top States
Population aged 25 to 65 with bachelor's degree or higher	33%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: In Connecticut, 38% of white 25- to 65-year-olds have a bachelor's degree, compared to 14% for all other races.

This year, if all ethnic groups in Connecticut had the same educational attainment and earnings as whites, total personal income in the state would be $1.2 billion higher, and the state would realize an estimated $42.7 million in additional tax revenues.

LEARNING — I

State Context

	Connecticut	State Rank
Population	3,282,031	29
Gross state product	$134,565,000,000	21

Note: Data are from 1998–99.

Leading Indicators

	Connecticut	U.S.
Projected % change in population, 2000–2015	6.8%	12.9%
Projected % change in number of all high school graduates, 1999–2010	15.0%	9.5%
Projected budget surplus/shortfall by 2008	0.4%	–3.8%
Average income of poorest 20% of population	$12,000	$10,005
Children in poverty (1995)	19.0%	21.0%
Percent of population with less than a high school diploma or equivalent	16.3%	16.0%
New economy index (1999)*	64.9	48.1

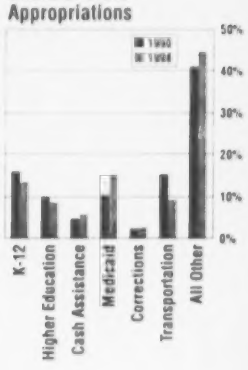
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	6	
Public 2-year	12	
Private 4-year	19	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	39,670	33%
Public 2-year	40,326	34%
Private 4-year	38,385	32%
Private 2-year	1,467	1%
Students Enrolled by Level		
Undergraduate	119,848	78%
Graduate	29,862	20%
Professional	3,418	2%
Enrollment Status of Students		
Full-time	83,050	54%
Part-time	70,078	46%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–4,167	
Average Tuition		
Public 4-year institutions	$4,270	
Public 2-year institutions	$1,814	
Private 4-year institutions	$18,301	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$5	
Per capita, FY 1999	$191	
% change, FY 1990–1999, in constant dollars		37%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

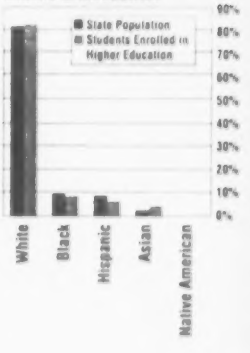


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Connecticut	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	43%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	20%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	43%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction:	**Connecticut**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	62%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



DELAWARE

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Delaware	Top States
18- to 24-year-olds with a high school credential	90%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	39%	59%
9th to 12th graders taking at least one upper-level science course	25%	37%
8th grade students taking algebra	25%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	19%	33%
in reading	25%	38%
in writing	22%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	132	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	124	158

Performance Gaps: In Delaware, 99% of 18- to 24-year-olds from high-income families have a high school credential, compared to 72% of those from low-income families.

PARTICIPATION — A

YOUNG ADULTS (60%)	Delaware	Top States
High school freshmen enrolling in college within 4 years in any state	44%	54%
18- to 24-year-olds enrolling in college	26%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	6.3%	4.7%

AFFORDABILITY — C–

FAMILY ABILITY TO PAY (50%)	Delaware	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	20%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	41%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	15%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,053	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	Delaware	Top States
1st year community college students returning their 2nd year	40%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	67%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Delaware	Top States
Population aged 25 to 65 with bachelor's degree or higher	26%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	36%	28%
prose	35%	28%
document	31%	26%

Performance Gaps: This year, if all ethnic groups in Delaware had the same educational attainment and earnings as whites, total personal income in the state would be $589 million higher, and the state would realize an estimated $206 million in additional tax revenues.

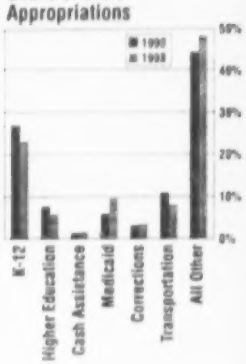
LEARNING — I

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	2	
Public 2-year	3	
Private 4-year	4	
Private 2-year	1	
Students Enrolled by Institution Type		
Public 4-year	20,973	54%
Public 2-year	12,009	31%
Private 4-year	5,623	15%
Private 2-year	–	0%
Students Enrolled by Level		
Undergraduate	38,605	86%
Graduate	5,087	11%
Professional	1,198	3%
Enrollment Status of Students		
Full-time	26,210	58%
Part-time	18,680	42%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,630	
Average Tuition		
Public 4-year institutions	$4,317	
Public 2-year institutions	$1,380	
Private 4-year institutions	$7,769	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$227	
% change, FY 1990–1999, in constant dollars		52%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

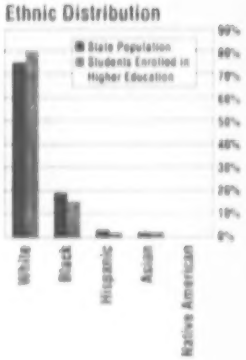


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Delaware	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	38%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	46%	52%
The price of college is out of reach in the state. **(Affordability)**	16%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	28%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	36%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	34%	38%
Employer Satisfaction:	**Delaware**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



State Context

	Delaware	State Rank
Population	753,538	46
Gross state product	$31,585,000,000	41

Note: Data are from 1998–99.

Leading Indicators

	Delaware	U.S.
Projected % change in population, 2000–2015	8.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	5.4%	9.5%
Projected budget surplus/shortfall by 2008	–3.0%	–3.8%
Average income of poorest 20% of population	$12,000	$10,005
Children in poverty (1995)	13.0%	21.0%
Percent of population with less than a high school diploma or equivalent	14.8%	16.0%
New economy index (1999)*	59.9	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

FLORIDA

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	Florida	Top States
18- to 24-year-olds with a high school credential	84%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	17%	33%
in reading	23%	38%
in writing	19%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	142	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	120	158

Gaps in Data: Data are unavailable for Florida on how many high school students take upper-level math and sciences courses, because the state declined to participate in national surveys.

PARTICIPATION — D+

YOUNG ADULTS (60%)	Florida	Top States
High school freshmen enrolling in college within 4 years in any state	29%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.5%	4.7%

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	Florida	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	24%	17%
at public 4-year colleges/universities	26%	19%
at private 4-year colleges/universities	66%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	10%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,841	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B+

PERSISTENCE (20%)	Florida	Top States
1st year community college students returning their 2nd year	61%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	52%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: For every 100 black students enrolled in college in Florida, 15 receive a degree or certificate. In comparison, for every 100 white students enrolled, 20 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C-

EDUCATIONAL ACHIEVEMENT (30%)	Florida	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	45%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	21%	28%
prose	18%	28%
document	16%	26%

Performance Gaps: This year, if all ethnic groups in Florida had the same educational attainment and earnings as whites, total personal income in the state would be $16.5 billion higher, and the state would realize an estimated $5.8 billion in additional tax revenues.

LEARNING — I

State Context

	Florida	State Rank
Population	15,111,244	4
Gross state product	$380,607,000,000	5

Note: Data are from 1998-99.

Leading Indicators

	Florida	U.S.
Projected % change in population, 2000–2015	21.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	26.4%	9.5%
Projected budget surplus/shortfall by 2008	-8.8%	-3.6%
Average income of poorest 20% of population	$9,660	$10,005
Children in poverty (1998)	24.0%	21.0%
Percent of population with less than a high school diploma or equivalent	18.1%	16.0%
New economy index (1999)*	50.8	48.1

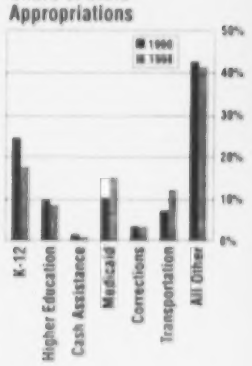
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	10	
Public 2-year	28	
Private 4-year	61	
Private 2-year	41	
Students Enrolled by Institution Type		
Public 4-year	169,786	29%
Public 2-year	320,710	55%
Private 4-year	80,239	14%
Private 2-year	13,622	2%
Students Enrolled by Level		
Undergraduate	584,357	89%
Graduate	63,840	10%
Professional	10,062	2%
Enrollment Status of Students		
Full-time	325,244	49%
Part-time	333,015	51%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	3,935	
Average Tuition		
Public 4-year institutions	$1,911	
Public 2-year institutions	$1,250	
Private 4-year institutions	$11,525	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$168	
% change, FY 1990–1999, in constant dollars		79%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

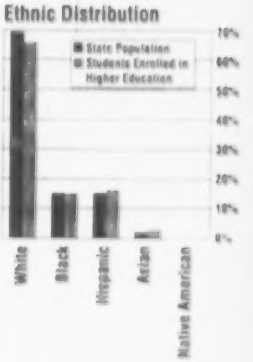


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Florida	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	39%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	29%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	43%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	33%	38%
Employer Satisfaction:	**Florida**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	37%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/-7%; national sample, +/-3%. Margin of error for employer satisfaction survey: +/-6%.

Ethnic Distribution



GEORGIA

PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	Georgia	Top States
18- to 24-year-olds with a high school credential	85%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	16%	33%
in reading	25%	38%
in writing	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	3%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	104	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	86	158

Change over Time: In Georgia from 1987 to 1998, the percentage of 18- to 24-year-olds with a high school credential increased from 80% to 85%.

Gaps in Data: Data are unavailable for Georgia on how many high school students take upper-level courses in math and science, because the state declined to participate in national surveys.

PARTICIPATION — F

YOUNG ADULTS (60%)	Georgia	Top States
High school freshmen enrolling in college within 4 years in any state	31%	54%
18- to 24-year-olds enrolling in college	26%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	1.8%	4.7%

AFFORDABILITY — D+

FAMILY ABILITY TO PAY (50%)	Georgia	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	24%	19%
at private 4-year colleges/universities	56%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,857	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Georgia	Top States
1st year community college students returning their 2nd year	53%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	46%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Performance Gaps: For every 100 black students enrolled in college in Georgia, 13 receive a degree or certificate. In comparison, for every 100 white students enrolled, 19 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Georgia	Top States
Population aged 25 to 65 with bachelor's degree or higher	26%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	44%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	14%	28%
prose	13%	28%
document	11%	26%

Performance Gaps: This year, if all ethnic groups in Georgia had the same educational attainment and earnings as whites, total personal income in the state would be $12.3 billion higher, and the state would realize an estimated $4.3 billion in additional tax revenues.

Change over Time: In Georgia from 1987 to 1998, the percentage of 25- to 65-year-olds with a bachelor's degree increased from 18% to 26%.

LEARNING — I

State Context

	Georgia	State Rank
Population	7,788,240	10
Gross state product	$229,473,000,000	10

Note: Data are from 1998–99.

Leading Indicators

	Georgia	U.S.
Projected % change in population, 2000–2015	16.8%	12.9%
Projected % change in number of all high school graduates, 1999–2010	24.8%	9.5%
Projected budget surplus/shortfall by 2008	–6.5%	–3.8%
Average income of poorest 20% of population	$10,300	$10,005
Children in poverty (1995)	20.0%	21.0%
Percent of population with less than a high school diploma or equivalent	20.0%	16.0%
New economy index (1999)*	46.6	48.1

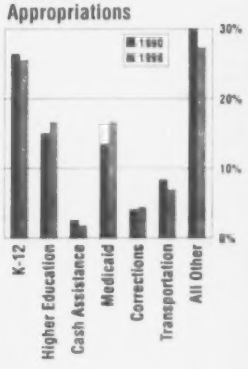
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	20	
Public 2-year	36	
Private 4-year	41	
Private 2-year	7	
Students Enrolled by Institution Type		
Public 4-year	132,206	51%
Public 2-year	71,497	28%
Private 4-year	49,265	19%
Private 2-year	4,042	2%
Students Enrolled by Level		
Undergraduate	257,010	84%
Graduate	39,033	13%
Professional	10,195	3%
Enrollment Status of Students		
Full-time	208,835	68%
Part-time	97,403	32%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,791	
Average Tuition		
Public 4-year institutions	$2,356	
Public 2-year institutions	$1,206	
Private 4-year institutions	$11,241	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$194	
% change, FY 1990–1999, in constant dollars		76%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

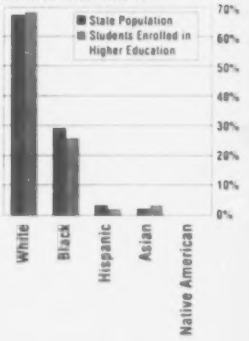


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Georgia	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	44%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	41%	52%
The price of college is out of reach in the state. **(Affordability)**	15%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	29%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	42%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	45%	38%
Employer Satisfaction:	**Georgia**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	57%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



HAWAII

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	Hawaii	Top States
18- to 24-year-olds with a high school credential	93%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	16%	33%
in reading	19%	38%
in writing	15%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	126	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	106	158

Gaps in Data: Data are unavailable for Hawaii on how many high school students take upper-level math and science, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — B–

YOUNG ADULTS (60%)	Hawaii	Top States
High school freshmen enrolling in college within 4 years in any state	46%	54%
18- to 24-year-olds enrolling in college	37%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.3%	4.7%

AFFORDABILITY — C–

FAMILY ABILITY TO PAY (50%)	Hawaii	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	22%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	50%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,613	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Hawaii	Top States
1st year community college students returning their 2nd year	40%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	42%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C+

EDUCATIONAL ACHIEVEMENT (30%)	Hawaii	Top States
Population aged 25 to 65 with bachelor's degree or higher	26%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Hawaii had the same educational attainment and earnings as whites, total personal income in the state would be $1.8 billion higher, and the state would realize an estimated $6.25 million in additional tax revenues.

Gaps in Data: Data are unavailable for Hawaii on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Hawaii	State Rank
Population	1,185,497	42
Gross state product	$38,024,000,000	40

Note: Data are from 1998–99.

Leading Indicators

	Hawaii	U.S.
Projected % change in population, 2000–2015	23.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	5.8%	9.5%
Projected budget surplus/shortfall by 2008	–15.1%	–3.8%
Average income of poorest 20% of population	$10,280	$10,005
Children in poverty (1995)	15.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.4%	16.0%
New economy index (1999)*	46.1	48.1

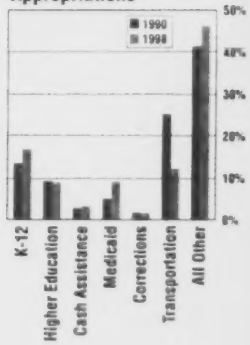
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	3	
Public 2-year	7	
Private 4-year	7	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	15,139	28%
Public 2-year	24,899	46%
Private 4-year	12,252	23%
Private 2-year	1,658	3%
Students Enrolled by Level		
Undergraduate	53,948	88%
Graduate	7,107	12%
Professional	459	1%
Enrollment Status of Students		
Full-time	35,885	58%
Part-time	25,629	42%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–417	
Average Tuition		
Public 4-year institutions	$2,788	
Public 2-year institutions	$956	
Private 4-year institutions	$6,800	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$10	
Per capita, FY 1999	$268	
% change, FY 1990–1999, in constant dollars		23%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

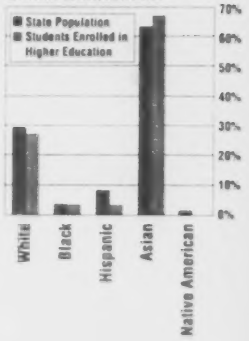


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Hawaii	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	29%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	64%	52%
The price of college is out of reach in the state. **(Affordability)**	19%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	39%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	22%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	28%	38%
Employer Satisfaction:	**Hawaii**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	23%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



IDAHO

PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	*Idaho*	*Top States*
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	41%	59%
9th to 12th graders taking at least one upper-level science course	16%	37%
8th grade students taking algebra	19%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	152	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	45	158

Performance Gaps: In Idaho 91% of white 18- to 24-year-olds have a high school credential, compared to 59% for all other races.

Gaps in Data: Data are unavailable for Idaho on 8th graders' performance in math, reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — D

YOUNG ADULTS (60%)	*Idaho*	*Top States*
High school freshmen enrolling in college within 4 years in any state	37%	54%
18- to 24-year-olds enrolling in college	27%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.7%	4.7%

AFFORDABILITY — B–

FAMILY ABILITY TO PAY (50%)	*Idaho*	*Top States*
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	19%	17%
at public 4-year colleges/universities	22%	19%
at private 4-year colleges/universities	53%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	2%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	11%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,094	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	*Idaho*	*Top States*
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	62%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	29%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: For every 100 black students enrolled in college in Idaho, 14 receive a degree or certificate. In comparison, for every 100 white students enrolled, 18 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Idaho	Top States
Population aged 25 to 65 with bachelor's degree or higher	21%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	24%	28%
prose	28%	28%
document	23%	26%

Performance Gaps: In Idaho, 23% of white 25- to 65-year-olds have a bachelor's degree, compared to 7% for all other races.

This year, if all ethnic groups in Idaho had the same educational attainment and earnings as whites, total personal income in the state would be $291 million higher, and the state would realize an estimated $102 million in additional tax revenues.

LEARNING — I

State Context

	Idaho	State Rank
Population	1,251,700	40
Gross state product	$29,149,000,000	43

Note: Data are from 1998–99.

Leading Indicators

	Idaho	U.S.
Projected % change in population, 2000–2015	20.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	10.7%	9.5%
Projected budget surplus/shortfall by 2008	–13.2%	–3.8%
Average income of poorest 20% of population	$10,857	$10,005
Children in poverty (1995)	18.0%	21.0%
Percent of population with less than a high school diploma or equivalent	17.3%	16.0%
New economy index (1999)*	47.9	48.1

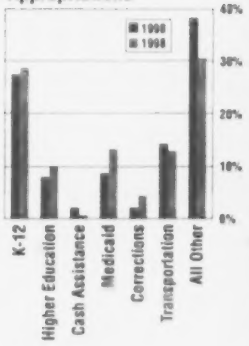
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	4	
Public 2-year	3	
Private 4-year	5	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	34,473	64%
Public 2-year	8,906	16%
Private 4-year	2,351	4%
Private 2-year	8,399	16%
Students Enrolled by Level		
Undergraduate	58,129	89%
Graduate	6,950	11%
Professional	562	1%
Enrollment Status of Students		
Full-time	42,018	68%
Part-time	19,623	32%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	271	
Average Tuition		
Public 4-year institutions	$2,202	
Public 2-year institutions	$1,106	
Private 4-year institutions	$11,693	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$224	
% change, FY 1990–1999, in constant dollars		77%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

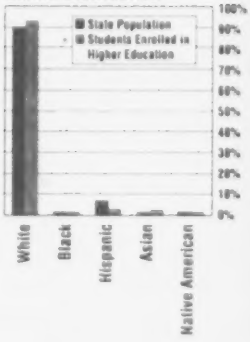


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Idaho	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	44%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	56%	52%
The price of college is out of reach in the state. **(Affordability)**	20%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	27%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	45%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**Idaho**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



ILLINOIS

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	Illinois	Top States
18- to 24-year-olds with a high school credential	87%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	207	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	103	158

Performance Gaps: In Illinois, 97% of 18- to 24-year-olds from high-income families have a high school credential, compared to 62% of those from low-income families.

Gaps in Data: Data are unavailable for Illinois on how many high school students take upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys. Data are also unavailable for 8th graders' performance in math, reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — A

YOUNG ADULTS (60%)	Illinois	Top States
High school freshmen enrolling in college within 4 years in any state	49%	54%
18- to 24-year-olds enrolling in college	35%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.7%	4.7%

Performance Gaps: In Illinois, 54% of 18- to 24-year-olds from high-income families enroll in college, compared to 20% of those from low-income families.

AFFORDABILITY — A

FAMILY ABILITY TO PAY (50%)	Illinois	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	24%	19%
at private 4-year colleges/universities	52%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	124%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,171	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C+

PERSISTENCE (20%)	Illinois	Top States
1st year community college students returning their 2nd year	53%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	55%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

Performance Gaps: For every 100 Hispanic students enrolled in college in Illinois, 9 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

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BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Illinois	Top States
Population aged 25 to 65 with bachelor's degree or higher	28%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	24%	28%
prose	22%	28%
document	20%	26%

Performance Gaps: This year, if all ethnic groups in Illinois had the same educational attainment and earnings as whites, total personal income in the state would be $9.1 billion higher, and the state would realize an estimated $3.2 billion in additional tax revenues.

LEARNING — I

State Context

	Illinois	State Rank
Population	12,128,370	5
Gross state product	$393,532,000,000	4

Note: Data are from 1998–99.

Leading Indicators

	Illinois	U.S.
Projected % change in population, 2000–2015	6.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	7.6%	9.5%
Projected budget surplus/shortfall by 2008	–0.4%	–3.8%
Average income of poorest 20% of population	$11,980	$10,005
Children in poverty (1995)	20.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.8%	16.0%
New economy index (1999)*	48.4	48.1

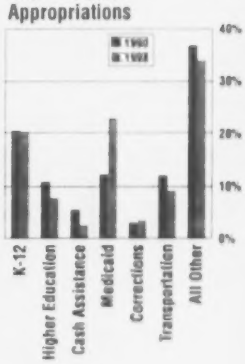
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	12	
Public 2-year	49	
Private 4-year	94	
Private 2-year	17	
Students Enrolled by Institution Type		
Public 4-year	143,613	23%
Public 2-year	344,556	56%
Private 4-year	117,472	19%
Private 2-year	6,445	1%
Students Enrolled by Level		
Undergraduate	612,086	84%
Graduate	96,960	13%
Professional	17,153	2%
Enrollment Status of Students		
Full-time	379,301	52%
Part-time	346,898	48%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–8,836	
Average Tuition		
Public 4-year institutions	$3,702	
Public 2-year institutions	$1,348	
Private 4-year institutions	$13,233	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$9	
Per capita, FY 1999	$240	
% change, FY 1990–1999, in constant dollars		50%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

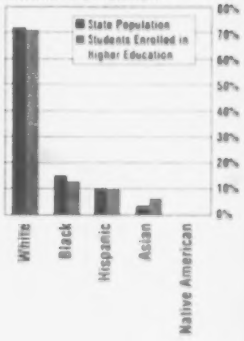


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Illinois	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	54%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	53%	52%
The price of college is out of reach in the state. **(Affordability)**	26%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	37%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	43%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	41%	38%
Employer Satisfaction:	**Illinois**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	41%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey, +/–6%.

Ethnic Distribution



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INDIANA

PREPARATION — C–

HIGH SCHOOL COMPLETION (20%)	Indiana	Top States
18- to 24-year-olds with a high school credential	89%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	45%	59%
9th to 12th graders taking at least one upper-level science course	31%	37%
8th grade students taking algebra	8%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	24%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	123	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	45	158

Gaps in Data: In Indiana, data are unavailable for 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — C–

YOUNG ADULTS (60%)	Indiana	Top States
High school freshmen enrolling in college within 4 years in any state	41%	54%
18- to 24-year-olds enrolling in college	33%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.6%	4.7%

AFFORDABILITY — C+

FAMILY ABILITY TO PAY (50%)	Indiana	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	26%	19%
at private 4-year colleges/universities	53%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	77%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	18%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,355	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Indiana	Top States
1st year community college students returning their 2nd year	54%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	77%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	49%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Performance Gaps: For every 100 black students enrolled in college in Indiana, 12 receive a degree or certificate. In comparison, for every 100 white students enrolled, 17 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 50 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Indiana	Top States
Population aged 25 to 65 with bachelor's degree or higher	22%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	48%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	85%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	23%	28%
prose	22%	28%
document	20%	26%

LEARNING — I

State Context

	Indiana	State Rank
Population	5,942,901	14
Gross state product	$161,701,000,000	15

Note: Data are from 1998–99.

Leading Indicators

	Indiana	U.S.
Projected % change in population, 2000–2015	5.9%	12.9%
Projected % change in number of all high school graduates, 1999–2010	2.7%	9.5%
Projected budget surplus/shortfall by 2008	-5.7%	-3.8%
Average income of poorest 20% of population	$11,886	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	16.5%	16.0%
New economy index (1999)*	41	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	14	
Public 2-year	14	
Private 4-year	41	
Private 2-year	27	
Students Enrolled by Institution Type		
Public 4-year	153,717	60%
Public 2-year	40,089	16%
Private 4-year	54,274	21%
Private 2-year	7,702	3%
Students Enrolled by Level		
Undergraduate	255,782	87%
Graduate	34,078	12%
Professional	5,657	2%
Enrollment Status of Students		
Full-time	199,040	67%
Part-time	96,477	33%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	5,362	
Average Tuition		
Public 4-year institutions	$3,342	
Public 2-year institutions	$2,415	
Private 4-year institutions	$13,965	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$195	
% change, FY 1990–1999, in constant dollars		51%

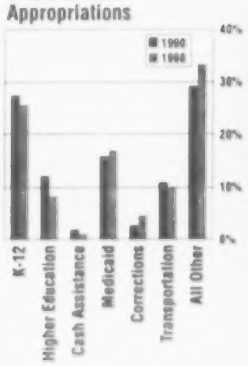
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

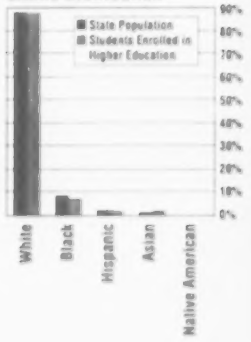
Percent of State Residents Who Say:	Indiana	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	42%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	56%	52%
The price of college is out of reach in the state. **(Affordability)**	25%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	33%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	38%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	38%	38%
Employer Satisfaction:	**Indiana**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	55%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/-7%; national sample, +/-3%. Margin of error for employer satisfaction survey: +/-6%.

Share of State Appropriations



Ethnic Distribution



PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	Iowa	Top States
18- to 24-year-olds with a high school credential	88%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	45%	59%
9th to 12th graders taking at least one upper-level science course	35%	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	32%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	176	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	38	158

Change over Time: In Iowa from 1990 to 1998, the proportion of high school students taking upper-level science courses increased from 23% to 35%.

Gaps in Data: In Iowa, data are unavailable for how many 8th graders enroll in algebra, because the state declined to participate in national surveys, and for 8th graders' performance in reading and writing, because the state did not participate in national assessments.

PARTICIPATION — B

YOUNG ADULTS (60%)	Iowa	Top States
High school freshmen enrolling in college within 4 years in any state	54%	54%
18- to 24-year-olds enrolling in college	34%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.0%	4.7%

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	Iowa	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	20%	17%
at public 4-year colleges/universities	19%	19%
at private 4-year colleges/universities	49%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	60%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,405	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — A–

PERSISTENCE (20%)	Iowa	Top States
1st year community college students returning their 2nd year	49%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	58%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	20

Performance Gaps: For every 100 black students enrolled in college in Iowa, 14 receive a degree or certificate. In comparison, for every 100 white students enrolled, 20 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C+

EDUCATIONAL ACHIEVEMENT (30%)	Iowa	Top States
Population aged 25 to 65 with bachelor's degree or higher	25%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	56%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	28%	28%
prose	23%	28%
document	21%	26%

Performance Gaps: This year, if all ethnic groups in Iowa had the same educational attainment and earnings as whites, total personal income in the state would be $145 million higher, and the state would realize an estimated $50.7 million in additional tax revenues.

LEARNING — I

State Context

	Iowa	State Rank
Population	2,869,413	30
Gross state product	$80,479,000,000	29

Note: Data are from 1998–99.

Leading Indicators

	Iowa	U.S.
Projected % change in population, 2000–2015	3.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–8.8%	9.5%
Projected budget surplus/shortfall by 2008	2.7%	–3.8%
Average income of poorest 20% of population	$12,600	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	12.3%	16.0%
New economy index (1999)*	33.5	48.1

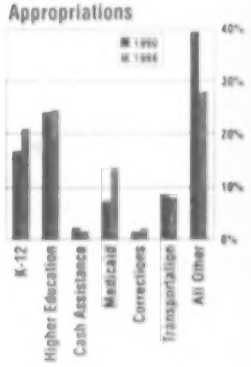
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	3	
Public 2-year	17	
Private 4-year	37	
Private 2-year	7	
Students Enrolled by Institution Type		
Public 4-year	51,397	33%
Public 2-year	60,777	39%
Private 4-year	42,927	27%
Private 2-year	2,316	2%
Students Enrolled by Level		
Undergraduate	157,417	87%
Graduate	16,798	9%
Professional	6,752	4%
Enrollment Status of Students		
Full-time	125,269	69%
Part-time	55,698	31%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	4,510	
Average Tuition		
Public 4-year institutions	$2,761	
Public 2-year institutions	$1,886	
Private 4-year institutions	$12,980	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$12	
Per capita, FY 1999	$284	
% change, FY 1990–1999, in constant dollars		56%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

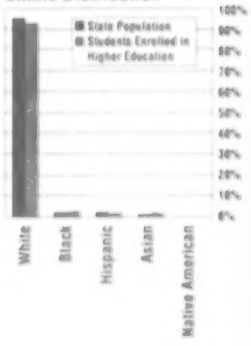


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Iowa	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	60%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	40%	52%
The price of college is out of reach in the state. **(Affordability)**	18%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	29%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	46%	40%
A typical college graduate from the state has high levels of skills and knowledge **(Learning)**	46%	38%
Employer Satisfaction:	**Iowa**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	59%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



KANSAS

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	Kansas	Top States
18- to 24-year-olds with a high school credential	92%	93%
K-12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K-12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	35%	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	188	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	33	158

Gaps in Data: Data are unavailable for Kansas on how many high school students take upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys. Data are also unavailable for 8th graders' performance in math and writing, because the state declined to participate in national assessments.

PARTICIPATION — A

YOUNG ADULTS (60%)	Kansas	Top States
High school freshmen enrolling in college within 4 years in any state	47%	54%
18- to 24-year-olds enrolling in college	38%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.7%	4.7%

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	Kansas	Top States
Percent of income needed to pay for college expenses minus financial aid		
at community colleges	17%	17%
at public 4-year colleges/universities	19%	19%
at private 4-year colleges/universities	43%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	17%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,391	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	Kansas	Top States
1st year community college students returning their 2nd year	54%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	70%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	46%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: For every 100 Hispanic students enrolled in college in Kansas, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 19 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 50 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B

EDUCATIONAL ACHIEVEMENT (30%)	Kansas	Top States
Population aged 25 to 65 with bachelor's degree or higher	30%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	21%	28%
prose	18%	28%
document	16%	26%

Performance Gaps: This year, if all ethnic groups in Kansas had the same educational attainment and earnings as whites, total personal income in the state would be $447 million higher, and the state would realize an estimated $156 million in additional tax revenues.

Change over Time: In Kansas from 1987 to 1998, the percentage of 25- to 65-year-olds with a bachelor's degree increased from 22% to 30%.

LEARNING — I

State Context

	Kansas	State Rank
Population	2,654,052	32
Gross state product	$71,737,000,000	31

Note: Data are from 1998–99.

Leading Indicators

	Kansas	U.S.
Projected % change in population, 2000–2015	10.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-3.7%	9.5%
Projected budget surplus/shortfall by 2008	-1.9%	-3.8%
Average income of poorest 20% of population	$11,206	$10,005
Children in poverty (1995)	15.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.8%	16.0%
New economy index (1999)*	45.8	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	10	
Public 2-year	23	
Private 4-year	21	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	66,520	43%
Public 2-year	73,732	48%
Private 4-year	13,547	9%
Private 2-year	1,510	1%
Students Enrolled by Level		
Undergraduate	155,309	88%
Graduate	20,076	11%
Professional	2,159	1%
Enrollment Status of Students		
Full-time	97,237	55%
Part-time	80,307	45%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,532	
Average Tuition		
Public 4-year institutions	$2,314	
Public 2-year institutions	$1,289	
Private 4-year institutions	$9,677	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$12	
Per capita, FY 1999	$278	
% change, FY 1990–1999, in constant dollars		43%

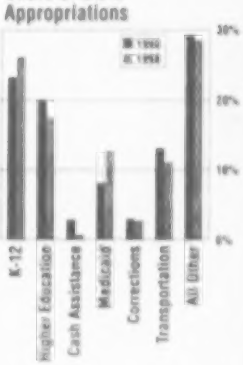
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

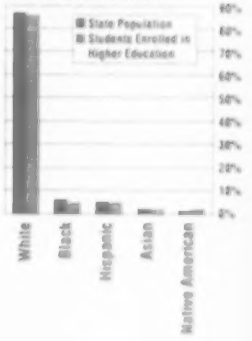
Percent of State Residents Who Say:	Kansas	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	49%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	44%	52%
The price of college is out of reach in the state. **(Affordability)**	17%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	28%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	44%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	45%	38%
Employer Satisfaction:	**Kansas**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	28%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Share of State Appropriations



Ethnic Distribution



STATE PROFILES

KENTUCKY

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	Kentucky	Top States
18- to 24-year-olds with a high school credential	85%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	50%	59%
9th to 12th graders taking at least one upper-level science course	34%	37%
8th grade students taking algebra	17%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	16%	33%
in reading	29%	38%
in writing	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	4%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	130	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	50	158

Change over Time: In Kentucky from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential increased from 76% to 85%. From 1990 to 1998, the proportion of high school students in the state taking upper-level science courses increased from 25% to 34%.

PARTICIPATION — D

YOUNG ADULTS (60%)	Kentucky	Top States
High school freshmen enrolling in college within 4 years in any state	36%	54%
18- to 24-year-olds enrolling in college	31%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.4%	4.7%

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	Kentucky	Top States
Percent of income needed to pay for college expenses minus financial aid		
at community colleges	17%	17%
at public 4-year colleges/universities	21%	19%
at private 4-year colleges/universities	44%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	33%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	9%
I E. IANCE ON LOANS (10%)		
r..erage loan amount that students borrow each year	$3,327	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — C–

PERSISTENCE (20%)	Kentucky	Top States
1st year community college students returning their 2nd year	57%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	70%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	37%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

Performance Gaps: For every 100 black students enrolled in college in Kentucky, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 50 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — D

EDUCATIONAL ACHIEVEMENT (30%)	Kentucky	Top States
Population aged 25 to 65 with bachelor's degree or higher	20%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Kentucky had the same educational attainment and earnings as whites, total personal income in the state would be $302 million higher, and the state would realize an estimated $106 million in additional tax revenues.

Gaps in Data: Data are unavailable for Kentucky on adult high-level literacy skills, because the state sample is not comparable with the national sample.

LEARNING — I

State Context

	Kentucky	State Rank
Population	3,960,825	25
Gross state product	$100,076,000,000	26

Note: Data are from 1998–99.

Leading Indicators

	Kentucky	U.S.
Projected % change in population, 2000–2015	5.9%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–1.1%	9.5%
Projected budget surplus/shortfall by 2008	0.5%	–3.8%
Average income of poorest 20% of population	$9,000	$10,005
Children in poverty (1995)	26.0%	21.0%
Percent of population with less than a high school diploma or equivalent	22.1%	16.0%
New economy index (1999)*	39.4	48.1

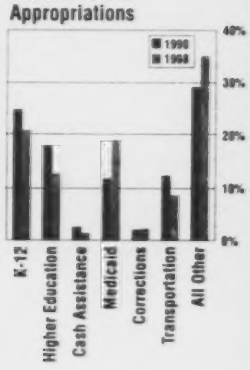
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	8	
Public 2-year	14	
Private 4-year	27	
Private 2-year	14	
Students Enrolled by Institution Type		
Public 4-year	83,972	55%
Public 2-year	41,499	27%
Private 4-year	23,389	15%
Private 2-year	4,576	3%
Students Enrolled by Level		
Undergraduate	153,436	86%
Graduate	20,678	12%
Professional	4,810	3%
Enrollment Status of Students		
Full-time	120,299	67%
Part-time	58,625	33%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	992	
Average Tuition		
Public 4-year institutions	$2,327	
Public 2-year institutions	$1,238	
Private 4-year institutions	$8,600	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$226	
% change, FY 1990–1999, in constant dollars		68%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

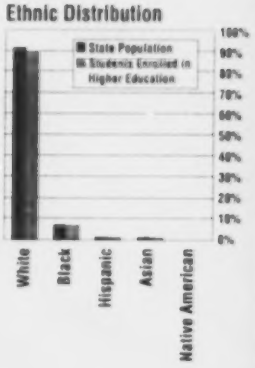


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Kentucky	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	44%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	39%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction:	**Kentucky**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	40%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



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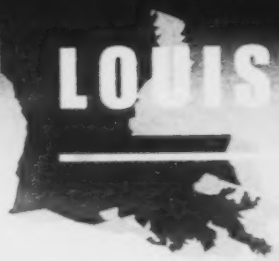

PREPARATION — F

HIGH SCHOOL COMPLETION (20%)	Louisiana	Top States
18- to 24-year-olds with a high school credential	82%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	43%	59%
9th to 12th graders taking at least one upper-level science course	21%	37%
8th grade students taking algebra	10%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	7%	33%
in reading	18%	38%
in writing	12%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	3%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	117	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	26	158

Change over Time: In Louisiana from 1990 to 1998, the proportion of high school students taking upper-level math courses remained stagnant, at 43%.

PARTICIPATION — F

YOUNG ADULTS (60%)	Louisiana	Top States
High school freshmen enrolling in college within 4 years in any state	31%	54%
18- to 24-year-olds enrolling in college	32%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.2%	4.7%

Performance Gaps: In Louisiana, 38% of white 18- to 24-year-olds enroll in college, compared to 22% for all other races.

Change over Time: In Louisiana from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 20% to 32%.

AFFORDABILITY — C–

FAMILY ABILITY TO PAY (50%)	Louisiana	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	18%	17%
at public 4-year colleges/universities	24%	19%
at private 4-year colleges/universities	79%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,654	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Louisiana	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	28%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — D+

EDUCATIONAL ACHIEVEMENT (30%)	Louisiana	Top States
Population aged 25 to 65 with bachelor's degree or higher	20%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	18%	28%
prose	16%	28%
document	13%	26%

Performance Gaps: This year, if all ethnic groups in Louisiana had the same educational attainment and earnings as whites, total personal income in the state would be $5.1 billion higher, and the state would realize an estimated $1.8 billion in additional tax revenues.

LEARNING — I

State Context

	Louisiana	State Rank
Population	4,372,035	22
Gross state product	$124,350,000,000	23

Note: Data are from 1998–99.

Leading Indicators

	Louisiana	U.S.
Projected % change in population, 2000–2015	9.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-10.5%	9.5%
Projected budget surplus/shortfall by 2008	-2.5%	-3.8%
Average income of poorest 20% of population	$7,725	$10,005
Children in poverty (1995)	35.0%	21.0%
Percent of population with less than a high school diploma or equivalent	21.4%	16.0%
New economy index (1999)*	28.2	48.1

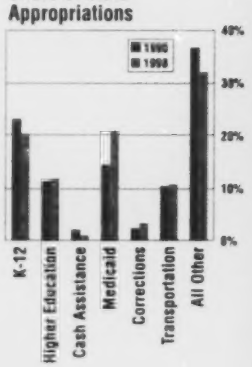
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	14	
Public 2-year	49	
Private 4-year	12	
Private 2-year	10	
Students Enrolled by Institution Type		
Public 4-year	124,777	67%
Public 2-year	40,964	22%
Private 4-year	19,578	10%
Private 2-year	2,217	1%
Students Enrolled by Level		
Undergraduate	187,536	86%
Graduate	25,887	12%
Professional	5,773	3%
Enrollment Status of Students		
Full-time	156,563	71%
Part-time	62,633	29%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	841	
Average Tuition		
Public 4-year institutions	$2,278	
Public 2-year institutions	$874	
Private 4-year institutions	$13,412	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$171	
% change, FY 1990–1999, in constant dollars		68%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

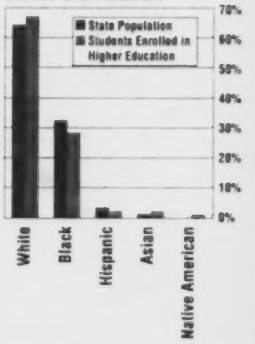


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Louisiana	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	37%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	14%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	43%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	37%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	38%	38%
Employer Satisfaction:	**Louisiana**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	50%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%, national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MAINE

PREPARATION — B+

HIGH SCHOOL COMPLETION (20%)	Maine	Top States
18- to 24-year-olds with a high school credential	92%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	31%	33%
in reading	42%	38%
in writing	32%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	18%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	121	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	79	158

Change over Time: In Maine from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential increased from 85% to 92%.

Gaps in Data: Data are unavailable for Maine on how many high school students enroll in upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — C+

YOUNG ADULTS (60%)	Maine	Top States
High school freshmen enrolling in college within 4 years in any state	39%	54%
18- to 24-year-olds enrolling in college	35%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.6%	4.7%

Change over Time: In Maine from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 18% to 35%.

Note: In 1996, 39% of students going on to college enrolled out of state.

AFFORDABILITY — F

FAMILY ABILITY TO PAY (50%)	Maine	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	33%	17%
at public 4-year colleges/universities	30%	19%
at private 4-year colleges/universities	86%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	28%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	26%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,617	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell ...rant aid."

COMPLETION — B+

PERSISTENCE (20%)	Maine	Top States
1st year community college students returning their 2nd year	65%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	60%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Performance Gaps: For every 100 black students enrolled in college in Maine, 9 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Maine	Top States
Population aged 25 to 65 with bachelor's degree or higher	23%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Gaps in Data: Data are unavailable for Maine on adult high-level literacy skills, because the state sample is not comparable with the national sample.

LEARNING — I

State Context

	Maine	State Rank
Population	1,253,040	39
Gross state product	$30,156,000,000	42

Note: Data are from 1998–99.

Leading Indicators

	Maine	U.S.
Projected % change in population, 2000–2015	8.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–7.9%	9.5%
Projected budget surplus/shortfall by 2008	0.1%	–3.8%
Average income of poorest 20% of population	$10,912	$10,005
Children in poverty (1995)	15.0%	21.0%
Percent of population with less than a high school diploma or equivalent	13.3%	16.0%
New economy index (1999)*	45.6	48.1

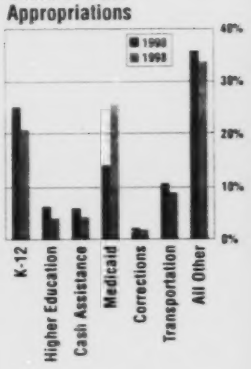
* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	8	
Public 2-year	7	
Private 4-year	13	
Private 2-year	7	
Students Enrolled by Institution Type		
Public 4-year	26,373	53%
Public 2-year	7,648	15%
Private 4-year	13,965	28%
Private 2-year	1,744	4%
Students Enrolled by Level		
Undergraduate	49,730	88%
Graduate	5,892	10%
Professional	746	1%
Enrollment Status of Students		
Full-time	31,968	57%
Part-time	24,400	43%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–1,333	
Average Tuition		
Public 4-year institutions	$3,878	
Public 2-year institutions	$2,640	
Private 4-year institutions	$18,426	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$161	
% change, FY 1990–1999, in constant dollars		23%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

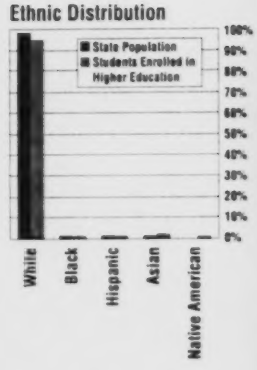


Public Satisfaction/Employer Satisfaction

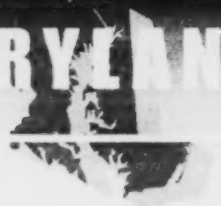
Percent of State Residents Who Say:	Maine	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	50%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	51%	52%
The price of college is out of reach in the state. **(Affordability)**	19%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	47%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	38%	38%
Employer Satisfaction:	**Maine**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	39%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MARYLAND



PREPARATION — B+

HIGH SCHOOL COMPLETION (20%)	Maryland	Top States
18- to 24-year-olds with a high school credential	94%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	24%	33%
in reading	31%	38%
in writing	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	154	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	154	158

Change over Time: In Maryland from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential increased from 87% to 94%.

PARTICIPATION — A

YOUNG ADULTS (60%)	Maryland	Top States
High school freshmen enrolling in college within 4 years in any state	43%	54%
18- to 24-year-olds enrolling in college	42%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.6%	4.7%

Change over Time: In Maryland from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 28% to 42%.

Note: In 1996, 30% of students going on to college enrolled out of state.

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	Maryland	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	26%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	60%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	40%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,121	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Maryland	Top States
1st year community college students returning their 2nd year	55%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	58%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

Performance Gaps: For every 100 black students enrolled in college in Maryland, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Maryland	Top States
Population aged 25 to 65 with bachelor's degree or higher	37%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	14%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Maryland had the same educational attainment and earnings as whites, total personal income in the state would be $4.2 billion higher, and the state would realize an estimated $1.5 billion in additional tax revenues.

Change over Time: In Maryland from 1987 to 1998, the proportion of 25- to 65-year-olds who hold a bachelor's degree increased from 27% to 37%.

Gaps in Data: Data are unavailable for Maryland on adult high-level literacy skills, because the state sample is not comparable with the national sample.

LEARNING — I

State Context

	Maryland	State Rank
Population	5,171,634	19
Gross state product	$153,797,000,000	16

Note: Data are from 1998–99.

Leading Indicators

	Maryland	U.S.
Projected % change in population, 2000–2015	11.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	15.5%	9.5%
Projected budget surplus/shortfall by 2008	–7.1%	–3.8%
Average income of poorest 20% of population	$13,200	$10,005
Children in poverty (1995)	16.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.3%	16.0%
New economy index (1999)*	59.2	48.1

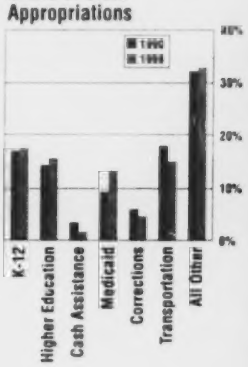
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	13	
Public 2-year	20	
Private 4-year	22	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	85,319	40%
Public 2-year	104,054	49%
Private 4-year	23,456	11%
Private 2-year	1,138	1%
Students Enrolled by Level		
Undergraduate	213,967	82%
Graduate	42,967	16%
Professional	4,328	2%
Enrollment Status of Students		
Full-time	130,517	50%
Part-time	130,745	50%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–4,255	
Average Tuition		
Public 4-year institutions	$4,137	
Public 2-year institutions	$2,175	
Private 4-year institutions	$16,146	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$6	
Per capita, FY 1999	$183	
% change, FY 1990–1999, in constant dollars		27%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

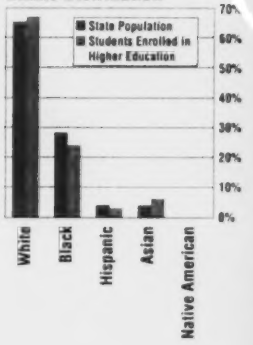


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Maryland	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	45%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	45%	52%
The price of college is out of reach in the state. **(Affordability)**	16%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	33%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	40%	38%
Employer Satisfaction:	**Maryland**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	42%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MASSACHUSETTS

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	Massachusetts	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	59%	59%
9th to 12th graders taking at least one upper-level science course	37%	37%
8th grade students taking algebra	33%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	28%	33%
in reading	36%	38%
in writing	31%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	180	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	153	158

Performance Gaps: In Massachusetts, 87% of white high school students enroll in at least one upper-level math course, compared to 68% of black high school students. Similarly, 75% of white high school students enroll in upper-level science, compared to 51% of black high school students.

PARTICIPATION — A–

YOUNG ADULTS (60%)	Massachusetts	Top States
High school freshmen enrolling in college within 4 years in any state	54%	54%
18- to 24-year-olds enrolling in college	38%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.8%	4.7%

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	Massachusetts	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	27%	19%
at private 4-year colleges/universities	79%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	72%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,719	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — A–

PERSISTENCE (20%)	Massachusetts	Top States
1st year community college students returning their 2nd year	57%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	83%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	65%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: For every 100 black students enrolled in college in Massachusetts, 12 receive a degree or certificate. In comparison, for every 100 white students enrolled, 17 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — A–

EDUCATIONAL ACHIEVEMENT (30%)	Massachusetts	Top States
Population aged 25 to 65 with bachelor's degree or higher	34%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	20%	28%
prose	22%	28%
document	20%	26%

Performance Gaps: This year, if all ethnic groups in Massachusetts had the same educational attainment and earnings as whites, total personal income in the state would be $3 billion higher, and the state would realize an estimated $1.1 billion in additional tax revenues.

LEARNING — I

State Context

	Massachusetts	State Rank
Population	6,175,169	13
Gross state product	$221,009,000,000	11

Note: Data are from 1998–99.

Leading Indicators

	Massachusetts	U.S.
Projected % change in population, 2000–2015	6.0%	12.9%
Projected % change in number of all high school graduates, 1999–2010	8.6%	9.5%
Projected budget surplus/shortfall by 2008	0.0%	–3.8%
Average income of poorest 20% of population	$10,920	$10,005
Children in poverty (1995)	16.0%	21.0%
Percent of population with less than a high school diploma or equivalent	14.4%	16.0%
New economy index (1999)*	82.3	48.1

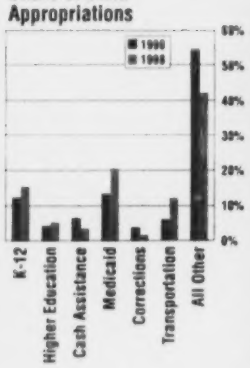
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	15	
Public 2-year	18	
Private 4-year	83	
Private 2-year	13	
Students Enrolled by Institution Type		
Public 4-year	81,104	26%
Public 2-year	72,558	23%
Private 4-year	155,836	49%
Private 2-year	6,801	2%
Students Enrolled by Level		
Undergraduate	316,299	77%
Graduate	82,338	20%
Professional	13,983	3%
Enrollment Status of Students		
Full-time	265,050	64%
Part-time	147,570	36%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	9,269	
Average Tuition		
Public 4-year institutions	$3,968	
Public 2-year institutions	$2,223	
Private 4-year institutions	$18,119	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$5	
Per capita, FY 1999	$162	
% change, FY 1990–1999, in constant dollars		28%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

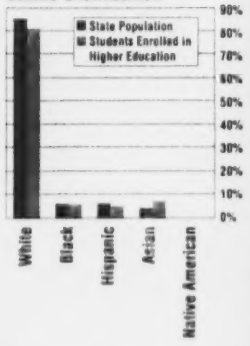


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Massachusetts	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	50%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	47%	52%
The price of college is out of reach in the state. **(Affordability)**	25%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	45%	40%
A typical college graduate from the state has high levels of skills and knowledge **(Learning)**	41%	38%
Employer Satisfaction:	**Massachusetts**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	55%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MICHIGAN

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	Michigan	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	44%	59%
9th to 12th graders taking at least one upper-level science course	29%	37%
8th grade students taking algebra	27%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	28%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	74	158

PARTICIPATION — B+

YOUNG ADULTS (60%)	Michigan	Top States
High school freshmen enrolling in college within 4 years in any state	41%	54%
18- to 24-year-olds enrolling in college	40%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.4%	4.7%

Change over Time: In Michigan from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 29% to 40%.

Gaps in Data: Data are unavailable for Michigan on 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	Michigan	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	42%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	50%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,339	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — C+

PERSISTENCE (20%)	Michigan	Top States
1st year community college students returning their 2nd year	50%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	77%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	51%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

Performance Gaps: For every 100 black students enrolled in college in Michigan, 10 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B

EDUCATIONAL ACHIEVEMENT (30%)	Michigan	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	54%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	25%	28%
prose	20%	28%
document	16%	26%

Performance Gaps: This year, if all ethnic groups in Michigan had the same educational attainment and earnings as whites, total personal income in the state would be $5.3 billion higher, and the state would realize an estimated $1.9 billion in additional tax revenues.

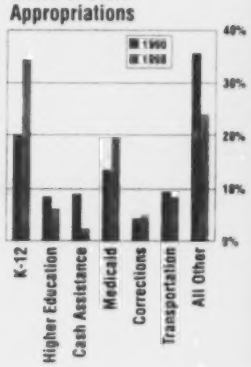
LEARNING — 1

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	15	
Public 2-year	29	
Private 4-year	59	
Private 2-year	7	
Students Enrolled by Institution Type		
Public 4-year	196,964	42%
Public 2-year	195,392	42%
Private 4-year	72,867	16%
Private 2-year	2,041	0%
Students Enrolled by Level		
Undergraduate	467,264	85%
Graduate	72,316	13%
Professional	10,162	2%
Enrollment Status of Students		
Full-time	285,226	52%
Part-time	264,516	48%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	236	
Average Tuition		
Public 4-year institutions	$4,134	
Public 2-year institutions	$1,618	
Private 4-year institutions	$9,896	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$9	
Per capita, FY 1999	$223	
% change, FY 1990–1999, in constant dollars		47%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

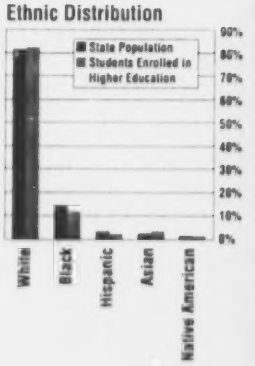


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Michigan	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	44%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	57%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	30%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	33%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**Michigan**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	53%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



State Context

	Michigan	State Rank
Population	9,863,775	8
Gross state product	$272,607,000,000	9

Note: Data are from 1998–99.

Leading Indicators

	Michigan	U.S.
Projected % change in population, 2000–2015	2.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	5.2%	9.5%
Projected budget surplus/shortfall by 2008	0.4%	–3.8%
Average income of poorest 20% of population	$11,616	$10,005
Children in poverty (1995)	20.0%	21.0%
Percent of population with less than a high school diploma or equivalent	14.6%	16.0%
New economy index (1999)*	44.6	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

MINNESOTA

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Minnesota	Top States
18- to 24-year-olds with a high school credential	90%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	38%	59%
9th to 12th graders taking at least one upper-level science course	23%	37%
8th grade students taking algebra	12%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	35%	33%
in reading	37%	38%
in writing	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	20%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	189	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	63	158

PARTICIPATION — B–

YOUNG ADULTS (60%)	Minnesota	Top States
High school freshmen enrolling in college within 4 years in any state	46%	54%
18- to 24-year-olds enrolling in college	36%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.2%	4.7%

AFFORDABILITY — A

FAMILY ABILITY TO PAY (50%)	Minnesota	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	19%	17%
at public 4-year colleges/universities	20%	19%
at private 4-year colleges/universities	52%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	109%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,168	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B+

PERSISTENCE (20%)	Minnesota	Top States
1st year community college students returning their 2nd year	58%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	50%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	20

Performance Gaps: For every 100 black students enrolled in college in Minnesota, 13 earn a degree or certificate. In comparison, for every 100 white students enrolled, 19 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Minnesota	Top States
Population aged 25 to 65 with bachelor's degree or higher	31%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	66%	80%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Minnesota had the same educational attainment and earnings as whites, total personal income in the state would be $496 million higher, and the state would realize an estimated $173 million in additional tax revenues.

Change over Time: In Minnesota from 1987 to 1998, the proportion of 25- to 65-year-olds with a bachelor's degree increased from 22% to 31%.

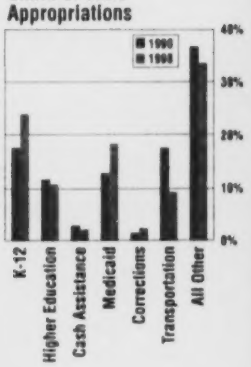
Gaps in Data: Data are unavailable for Minnesota on adult high-level literacy skills, because the state declined to participate in the national survey.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	11	
Public 2-year	46	
Private 4-year	38	
Private 2-year	20	
Students Enrolled by Institution Type		
Public 4-year	91,925	39%
Public 2-year	92,203	40%
Private 4-year	40,973	18%
Private 2-year	8,306	4%
Students Enrolled by Level		
Undergraduate	233,407	87%
Graduate	30,449	11%
Professional	6,031	2%
Enrollment Status of Students		
Full-time	169,776	63%
Part-time	100,111	37%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	386	
Average Tuition		
Public 4-year institutions	$3,777	
Public 2-year institutions	$2,256	
Private 4-year institutions	$14,249	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$10	
Per capita, FY 1999	$262	
% change, FY 1990–1999, in constant dollars		35%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations



LEARNING — I

State Context

	Minnesota	State Rank
Population	4,775,508	21
Gross state product	$149,394,000,000	18

Note: Data are from 1998–99.

Leading Indicators

	Minnesota	U.S.
Projected % change in population, 2000–2015	9.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	1.5%	9.5%
Projected budget surplus/shortfall by 2008	0.1%	–3.8%
Average income of poorest 20% of population	$12,230	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.6%	16.0%
New economy index (1999)*	56.5	48.1

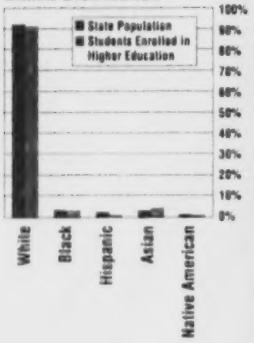
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Minnesota	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	56%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	43%	52%
The price of college is out of reach in the state. **(Affordability)**	17%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	29%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	46%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	42%	38%
Employer Satisfaction:	**Minnesota**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	42%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MISSISSIPPI

PREPARATION — D

HIGH SCHOOL COMPLETION (20%)	Mississippi	Top States
18- to 24-year-olds with a high school credential	83%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	49%	59%
9th to 12th graders taking at least one upper-level science course	41%	37%
8th grade students taking algebra	13%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	7%	33%
in reading	19%	38%
in writing	11%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	2%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	88	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	26	158

PARTICIPATION — D–

YOUNG ADULTS (60%)	Mississippi	Top States
High school freshmen enrolling in college within 4 years in any state	36%	54%
18- to 24-year-olds enrolling in college	32%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.2%	4.7%

Performance Gaps: In Mississippi, 41% of white 18- to 24-year-olds enroll in college, compared to 26% for all other races.

Change over Time: In Mississippi from 1987 to 1998, the percentage of 18- to 24-year-olds enrolled in college increased from 19% to 32%.

AFFORDABILITY — C+

FAMILY ABILITY TO PAY (50%)	Mississippi	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	15%	17%
at public 4-year colleges/universities	25%	19%
at private 4-year colleges/universities	48%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,237	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — C+

PERSISTENCE (20%)	Mississippi	Top States
1st year community college students returning their 2nd year	59%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	45%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Mississippi	Top States
Population aged 25 to 65 with bachelor's degree or higher	23%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	48%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Mississippi had the same educational attainment and earnings as whites, total personal income in the state would be $3.8 billion higher, and the state would realize an estimated $1.3 billion in additional tax revenues.

Change over Time: In Mississippi from 1987 to 1998, the percentage of 25- to 65-year-olds with a bachelor's degree increased from 15% to 23%.

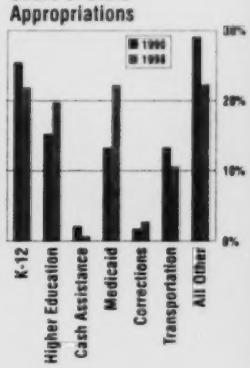
Gaps in Data: Data are unavailable for Mississippi on adult high-level literacy skills, because the state declined to participate in the national survey.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	9	
Public 2-year	22	
Private 4-year	11	
Private 2-year	4	
Students Enrolled by Institution Type		
Public 4-year	50,136	43%
Public 2-year	56,827	49%
Private 4-year	8,863	8%
Private 2-year	873	1%
Students Enrolled by Level		
Undergraduate	116,699	89%
Graduate	12,049	9%
Professional	1,813	1%
Enrollment Status of Students		
Full-time	96,634	74%
Part-time	33,927	26%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,054	
Average Tuition		
Public 4-year institutions	$2,571	
Public 2-year institutions	$959	
Private 4-year institutions	$7,784	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$16	
Per capita, FY 1999	$286	
% change, FY 1990–1999, in constant dollars		111%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations



LEARNING — I

State Context

	Mississippi	State Rank
Population	2,768,619	31
Gross state product	$58,314,000,000	33

Note: Data are from 1998–99.

Leading Indicators

	Mississippi	U.S.
Projected % change in population, 2000–2015	7.8%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–5.1%	9.5%
Projected budget surplus/shortfall by 2008	–2.0%	–3.8%
Average income of poorest 20% of population	$7,777	$10,005
Children in poverty (1995)	32.0%	21.0%
Percent of population with less than a high school diploma or equivalent	22.7%	16.0%
New economy index (1999)*	22.6	48.1

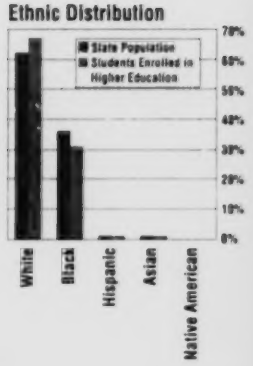
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Mississippi	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	40%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	53%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	40%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	46%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	41%	38%
Employer Satisfaction:	**Mississippi**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	50%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MISSOURI

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Missouri	Top States
18- to 24-year-olds with a high school credential	90%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	49%	59%
9th to 12th graders taking at least one upper-level science course	31%	37%
8th grade students taking algebra	19%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	22%	33%
in reading	29%	38%
in writing	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	9%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	175	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	41	158

PARTICIPATION — C–

YOUNG ADULTS (60%)	Missouri	Top States
High school freshmen enrolling in college within 4 years in any state	36%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.5%	4.7%

AFFORDABILITY — D+

FAMILY ABILITY TO PAY (50%)	Missouri	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	24%	19%
at private 4-year colleges/universities	50%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	15%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,910	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Missouri	Top States
1st year community college students returning their 2nd year	55%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	75%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	46%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Missouri	Top States
Population aged 25 to 65 with bachelor's degree or higher	28%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	18%	28%
prose	16%	28%
document	12%	26%

Performance Gaps: This year, if all ethnic groups in Missouri had the same educational attainment and earnings as whites, total personal income in the state would be $1.5 billion higher, and the state would realize an estimated $511 million in additional tax revenues.

Change over Time: In Missouri from 1987 to 1998, the percentage of 25- to 65-year-olds with a bachelor's degree increased from 18% to 28%.

LEARNING — I

State Context

	Missouri	State Rank
Population	5,468,338	17
Gross state product	$152,100,000,000	17

Note: Data are from 1998-99.

Leading Indicators

	Missouri	U.S.
Projected % change in population, 2000–2015	8.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	3.3%	9.5%
Projected budget surplus/shortfall by 2008	–1.8%	–3.8%
Average income of poorest 20% of population	$11,280	$10,005
Children in poverty (1995)	18.0%	21.0%
Percent of population with less than a high school diploma or equivalent	17.1%	16.0%
New economy index (1999)*	44.2	48.1

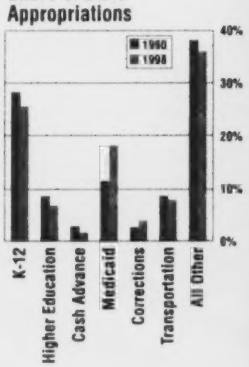
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	13	
Public 2-year	20	
Private 4-year	59	
Private 2-year	20	
Students Enrolled by Institution Type		
Public 4-year	96,922	38%
Public 2-year	73,987	29%
Private 4-year	74,328	30%
Private 2-year	6,795	3%
Students Enrolled by Level		
Undergraduate	252,032	83%
Graduate	41,043	14%
Professional	9,821	3%
Enrollment Status of Students		
Full-time	175,123	58%
Part-time	127,773	42%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,382	
Average Tuition		
Public 4-year institutions	$3,389	
Public 2-year institutions	$1,311	
Private 4-year institutions	$10,779	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$184	
% change, FY 1990–1999, in constant dollars		68%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

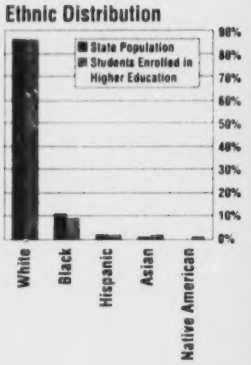


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Missouri	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	43%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	49%	52%
The price of college is out of reach in the state. **(Affordability)**	21%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	32%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	40%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	38%	38%
Employer Satisfaction:	**Missouri**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	51%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



MONTANA

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	Montana	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	33%	33%
in reading	38%	38%
in writing	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	48	158

Gaps in Data: Data are unavailable for Montana on the number of high school students who take upper-level math and science courses, as well as the number of 8th graders who take algebra, because the state declined to participate in national surveys.

PARTICIPATION — D+

YOUNG ADULTS (60%)	Montana	Top States
High school freshmen enrolling in college within 4 years in any state	46%	54%
18- to 24-year-olds enrolling in college	35%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	1.8%	4.7%

AFFORDABILITY — D–

FAMILY ABILITY TO PAY (50%)	Montana	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	28%	19%
at private 4-year colleges/universities	49%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	20%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,182	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Montana	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	37%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

Gaps in Data: Data are unavailable for Montana on the proportion of community college students who return for their second year because the sample size was too small.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B

EDUCATIONAL ACHIEVEMENT (30%)	Montana	Top States
Population aged 25 to 65 with bachelor's degree or higher	27%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	60%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Montana had the same educational attainment and earnings as whites, total personal income in the state would be $130 million higher, and the state would realize an estimated $45 million in additional tax revenues.

Gaps in Data: Data are unavailable for Montana on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Montana	State Rank
Population	882,779	44
Gross state product	$19,160,000,000	47

Note: Data are from 1998–99.

Leading Indicators

	Montana	U.S.
Projected % change in population, 2000–2015	12.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-6.0%	9.5%
Projected budget surplus/shortfall by 2008	-5.7%	-3.8%
Average income of poorest 20% of population	$9,156	$10,005
Children in poverty (1995)	19.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.9%	16.0%
New economy index (1999)*	29	48.1

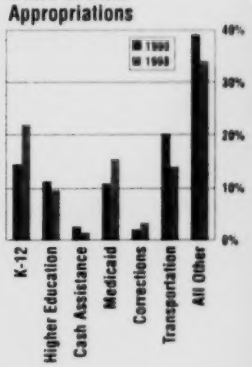
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	6	
Public 2-year	12	
Private 4-year	5	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	28,730	71%
Public 2-year	6,515	16%
Private 4-year	3,950	10%
Private 2-year	1,326	3%
Students Enrolled by Level		
Undergraduate	40,621	92%
Graduate	3,368	8%
Professional	252	1%
Enrollment Status of Students		
Full-time	33,796	77%
Part-time	10,345	23%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	-387	
Average Tuition		
Public 4-year institutions	$2,607	
Public 2-year institutions	$1,724	
Private 4-year institutions	$8,346	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$167	
% change, FY 1990–1999, in constant dollars		27%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

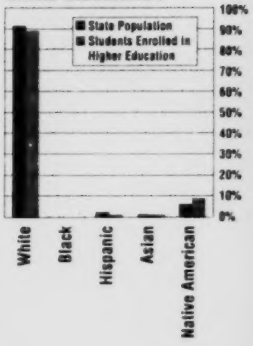


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Montana	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	53%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	17%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	38%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	45%	38%
Employer Satisfaction:	**Montana**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%, national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NEBRASKA

PREPARATION — A–

HIGH SCHOOL COMPLETION (20%)	Nebraska	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	61%	59%
9th to 12th graders taking at least one upper-level science course	33%	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	31%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	19%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	189	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	31	158

Change over Time: In Nebraska from 1990 to 1998, the percentage of high school students enrolled in upper-level math increased from 36% to 61%, and in upper-level science, from 16% to 33%.

Gaps in Data: Data are unavailable for Nebraska on 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — A

YOUNG ADULTS (60%)	Nebraska	Top States
High school freshmen enrolling in college within 4 years in any state	51%	54%
18- to 24-year-olds enrolling in college	40%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.2%	4.7%

Change over Time: In Nebraska from 1987 to 1998, the number of 18- to 24-year-olds enrolled in college increased from 29% to 40%.

AFFORDABILITY — C+

FAMILY ABILITY TO PAY (50%)	Nebraska	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	20%	17%
at public 4-year colleges/universities	21%	19%
at private 4-year colleges/universities	47%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	11%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,505	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Nebraska	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	43%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

Performance Gaps: For every 100 black students enrolled in college in Nebraska, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

Gaps in Data: Data are unavailable for Nebraska on the proportion of community college students who return for their second year, because the sample size was too small.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Nebraska	Top States
Population aged 25 to 65 with bachelor's degree or higher	28%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Nebraska had the same educational attainment and earnings as whites, total personal income in the state would be $257 million higher, and the state would realize an estimated $90 million in additional tax revenues.

Change over Time: In Nebraska from 1987 to 1998, the percentage of 25- to 65-year-olds with a bachelor's degree increased from 18% to 28%.

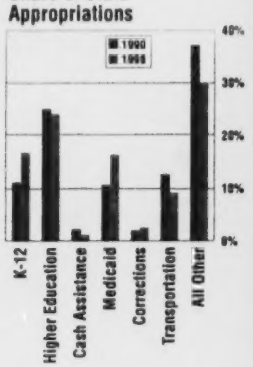
Gaps in Data: Data are unavailable for Nebraska on adult high-level literacy skills, because the state declined to participate in the national survey.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	7	
Public 2-year	9	
Private 4-year	16	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	43,640	45%
Public 2-year	34,549	36%
Private 4-year	16,774	17%
Private 2-year	1,716	2%
Students Enrolled by Level		
Undergraduate	96,679	87%
Graduate	11,780	11%
Professional	3,083	3%
Enrollment Status of Students		
Full-time	69,231	62%
Part-time	42,311	38%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	536	
Average Tuition		
Public 4-year institutions	$2,413	
Public 2-year institutions	$1,262	
Private 4-year institutions	$10,234	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$13	
Per capita, FY 1999	$296	
% change, FY 1990–1999, in constant dollars		62%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations



LEARNING — I

State Context

	Nebraska	State Rank
Population	1,666,028	38
Gross state product	$48,812,000,000	36

Note: Data are from 1998–99.

Leading Indicators

	Nebraska	U.S.
Projected % change in population, 2000–2015	8.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–6.0%	9.5%
Projected budget surplus/shortfall by 2008	1.5%	–3.8%
Average income of poorest 20% of population	$11,000	$10,005
Children in poverty (1995)	13.0%	21.0%
Percent of population with less than a high school diploma or equivalent	12.3%	16.0%
New economy index (1999)*	41.8	48.1

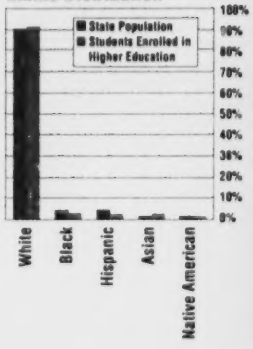
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Nebraska	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	66%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	39%	52%
The price of college is out of reach in the state. **(Affordability)**	9%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	31%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	45%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	43%	38%
Employer Satisfaction:	**Nebraska**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	81%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NEVADA

PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	Nevada	Top States
18- to 24-year-olds with a high school credential	77%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	32%	59%
9th to 12th graders taking at least one upper-level science course	25%	37%
8th grade students taking algebra	17%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	24%	38%
in writing	17%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	131	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	66	158

Performance Gaps: In Nevada, 85% of white 18- to 24-year-olds have a high school credential, compared to 62% for all other races. Also, 56% of white high school students enroll in upper-level math courses, compared to 23% of Hispanic high school students.

Change over Time: In Nevada from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential decreased from 83% to 77%. From 1990 to 1998, the proportion of high school students taking upper-level science increased from 14% to 25%.

Gaps in Data: Data are unavailable for Nevada on 8th graders' performance in math, because the state declined to participate in national assessments.

PARTICIPATION — D+

YOUNG ADULTS (60%)	Nevada	Top States
High school freshmen enrolling in college within 4 years in any state	25%	54%
18- to 24-year-olds enrolling in college	20%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.4%	4.7%

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	Nevada	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	23%	19%
at private 4-year colleges/universities	43%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	33%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,469	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — F

PERSISTENCE (20%)	Nevada	Top States
1st year community college students returning their 2nd year	49%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	39%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	9	20

Performance Gaps: For every 100 Hispanic students enrolled in college in Nevada, 5 receive a degree or certificate. In comparison, for every 100 white students enrolled, 9 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — C-

EDUCATIONAL ACHIEVEMENT (30%)	Nevada	Top States
Population aged 25 to 65 with bachelor's degree or higher	21%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	40%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	22%	28%
prose	20%	28%
document	16%	26%

Performance Gaps: This year, if all ethnic groups in Nevada had the same educational attainment and earnings as whites, total personal income in the state would be $1.8 billion higher, and the state would realize an estimated $647 million in additional tax revenues.

LEARNING — I

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	2	
Public 2-year	4	
Private 4-year	3	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	24,484	36%
Public 2-year	41,618	61%
Private 4-year	1,327	2%
Private 2-year	1,137	2%
Students Enrolled by Level		
Undergraduate	68,566	90%
Graduate	7,645	10%
Professional	206	0%
Enrollment Status of Students		
Full-time	27,118	36%
Part-time	49,299	65%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	363	
Average Tuition		
Public 4-year institutions	$1,887	
Public 2-year institutions	$1,104	
Private 4-year institutions	$6,935	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$166	
% change, FY 1990–1999, in constant dollars		109%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Nevada	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	31%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	50%	52%
The price of college is out of reach in the state. **(Affordability)**	18%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	34%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	33%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	32%	38%
Employer Satisfaction:	**Nevada**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	13%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%, national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

State Context

	Nevada	State Rank
Population	1,809,253	35
Gross state product	$57,407,000,000	34

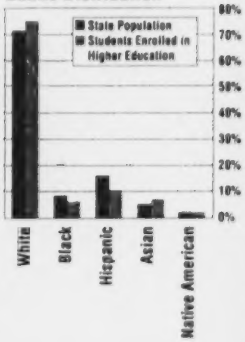
Note: Data are from 1998–99.

Leading Indicators

	Nevada	U.S.
Projected % change in population, 2000–2015	16.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	75.1%	9.5%
Projected budget surplus/shortfall by 2008	–18.3%	–3.8%
Average income of poorest 20% of population	$12,100	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.9%	16.0%
New economy index (1999)*	49	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Ethnic Distribution



NEW HAMPSHIRE

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	New Hampshire	Top States
18- to 24-year-olds with a high school credential	89%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	158	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	97	158

Gaps in Data: Data are unavailable for New Hampshire on how many high school students enroll in upper-division math and science, and on how many 8th graders enroll in algebra, because the state declined to participate in national surveys. Data are also unavailable for 8th graders' performance in math, reading and writing, because the state did not participate in national assessments.

PARTICIPATION — C+

YOUNG ADULTS (60%)	New Hampshire	Top States
High school freshmen enrolling in college within 4 years in any state	43%	54%
18- to 24-year-olds enrolling in college	37%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.3%	4.7%

Change over Time: In New Hampshire from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 19% to 37%.

Note: In 1996, 42% of students going on to college enrolled out of state.

AFFORDABILITY — F

FAMILY ABILITY TO PAY (50%)	New Hampshire	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	27%	17%
at public 4-year colleges/universities	30%	19%
at private 4-year colleges/universities	61%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	9%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	29%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,089	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — A

PERSISTENCE (20%)	New Hampshire	Top States
1st year community college students returning their 2nd year	64%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	65%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	21	20

Performance Gaps: For every 100 black students enrolled in college in New Hampshire, 13 receive a degree or certificate. In comparison, for every 100 white students enrolled, 18 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	New Hampshire	Top States
Population aged 25 to 65 with bachelor's degree or higher	30%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Gaps in Data: Data are unavailable for New Hampshire on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	New Hampshire	State Rank
Population	1,201,134	41
Gross state product	$38,106,000,000	39

Note: Data are from 1998–99.

Leading Indicators

	New Hampshire	U.S.
Projected % change in population, 2000–2015	12.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	3.2%	9.5%
Projected budget surplus/shortfall by 2008	–8.2%	–3.8%
Average income of poorest 20% of population	$12,728	$10,005
Children in poverty (1995)	10.0%	21.0%
Percent of population with less than a high school diploma or equivalent	16.0%	16.0%
New economy index (1999)*	62.5	48.1

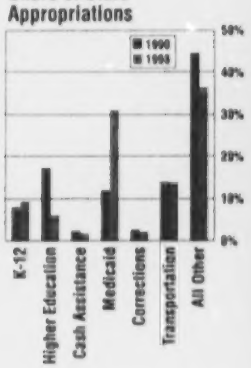
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	5	
Public 2-year	4	
Private 4-year	14	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	22,104	41%
Public 2-year	9,272	17%
Private 4-year	21,155	39%
Private 2-year	1,114	2%
Students Enrolled by Level		
Undergraduate	53,645	84%
Graduate	9,453	15%
Professional	713	1%
Enrollment Status of Students		
Full-time	39,490	62%
Part-time	24,321	38%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,673	
Average Tuition		
Public 4-year institutions	$5,197	
Public 2-year institutions	$3,170	
Private 4-year institutions	$15,750	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$3	
Per capita, FY 1999	$78	
% change, FY 1990–1999, in constant dollars		40%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

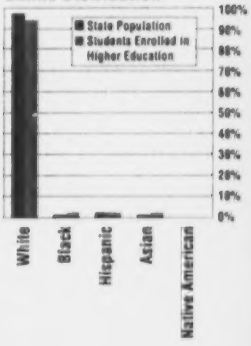


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	New Hampshire	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	49%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	49%	52%
The price of college is out of reach in the state. **(Affordability)**	21%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	20%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	34%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	37%	38%
Employer Satisfaction:	**New Hampshire**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	80%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NEW JERSEY

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	New Jersey	Top States
18- to 24-year-olds with a high school credential	92%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	163	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	148	158

Gaps in Data: Data are unavailable for New Jersey on how many high school students enroll in upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys. Data are also unavailable on 8th graders' performance in math, reading and writing, because the state did not participate in national assessments.

PARTICIPATION — B+

YOUNG ADULTS (60%)	New Jersey	Top States
High school freshmen enrolling in college within 4 years in any state	54%	54%
18- to 24-year-olds enrolling in college	39%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.1%	4.7%

Note: In 1996, 37% of students going on to college enrolled out of state.

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	New Jersey	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	29%	19%
at private 4-year colleges/universities	56%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	106%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,579	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	New Jersey	Top States
1st year community college students returning their 2nd year	58%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	58%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

Performance Gaps: For every 100 black students enrolled in college in New Jersey, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	New Jersey	Top States
Population aged 25 to 65 with bachelor's degree or higher	33%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	11%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	45%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	94%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	23%	28%
prose	21%	28%
document	20%	26%

Performance Gaps: This year, if all ethnic groups in New Jersey had the same educational attainment and earnings as whites, total personal income in the state would be $11.5 billion higher, and the state would realize an estimated $4 billion in additional tax revenues.

LEARNING — I

State Context

	New Jersey	State Rank
Population	8,143,412	9
Gross state product	$294,055,000,000	8

Note: Data are from 1998–99.

Leading Indicators

	New Jersey	U.S.
Projected % change in population, 2000–2015	9.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	20.4%	9.5%
Projected budget surplus/shortfall by 2008	-3.3%	-3.8%
Average income of poorest 20% of population	$12,090	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	13.5%	16.0%
New economy index (1999)*	60.9	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	14	
Public 2-year	19	
Private 4-year	20	
Private 2-year	6	
Students Enrolled by Institution Type		
Public 4-year	108,275	39%
Public 2-year	122,588	44%
Private 4-year	40,055	15%
Private 2-year	5,819	2%
Students Enrolled by Level		
Undergraduate	276,737	85%
Graduate	43,514	13%
Professional	5,503	2%
Enrollment Status of Students		
Full-time	179,039	55%
Part-time	146,715	45%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	-20,005	
Average Tuition		
Public 4-year institutions	$4,567	
Public 2-year institutions	$2,035	
Private 4-year institutions	$15,081	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$6	
Per capita, FY 1999	$198	
% change, FY 1990–1999, in constant dollars		35%

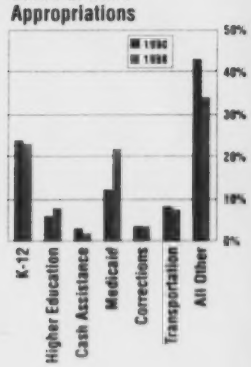
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

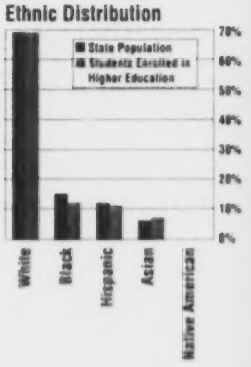
Percent of State Residents Who Say:	New Jersey	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	47%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	44%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	30%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	27%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	35%	38%
Employer Satisfaction:	**New Jersey**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	41%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/-7%; national sample, +/-3%. Margin of error for employer satisfaction survey: +/-6%.

Share of State Appropriations



Ethnic Distribution



NEW MEXICO

PREPARATION — D–

HIGH SCHOOL COMPLETION (20%)	New Mexico	Top States
18- to 24-year-olds with a high school credential	79%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	34%	59%
9th to 12th graders taking at least one upper-level science course	21%	37%
8th grade students taking algebra	18%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	14%	33%
in reading	24%	38%
in writing	18%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	127	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	46	158

Change over Time: In New Mexico from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential decreased from 81% to 79%.

PARTICIPATION — B–

YOUNG ADULTS (60%)	New Mexico	Top States
High school freshmen enrolling in college within 4 years in any state	35%	54%
18- to 24-year-olds enrolling in college	25%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.9%	4.7%

Change over Time: In New Mexico from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college decreased from 27% to 25%.

AFFORDABILITY — B

FAMILY ABILITY TO PAY (50%)	New Mexico	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	19%	17%
at public 4-year colleges/universities	27%	19%
at private 4-year colleges/universities	66%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	27%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	9%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,412	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — D–

PERSISTENCE (20%)	New Mexico	Top States
1st year community college students returning their 2nd year	52%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	30%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	12	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	New Mexico	Top States
Population aged 25 to 65 with bachelor's degree or higher	23%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: In New Mexico, 35% of white 18- to 24-year-olds have a bachelor's degree, compared to 9% for all other races.

This year, if all ethnic groups in New Mexico had the same educational attainment and earnings as whites, total personal income in the state would be $1.8 billion higher, and the state would realize an estimated $632 million in additional tax revenues.

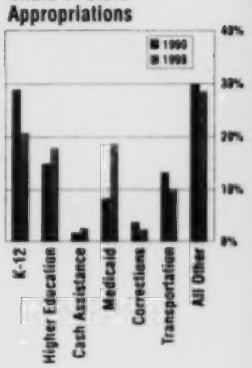
Gaps in Data: Data are unavailable for New Mexico on adult high-level literacy skills, because the state sample is not comparable with the national sample.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	6	
Public 2-year	21	
Private 4-year	14	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	36,069	38%
Public 2-year	51,674	55%
Private 4-year	5,300	6%
Private 2-year	1,061	1%
Students Enrolled by Level		
Undergraduate	94,104	87%
Graduate	13,616	13%
Professional	840	1%
Enrollment Status of Students		
Full-time	55,841	51%
Part-time	52,719	49%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–533	
Average Tuition		
Public 4-year institutions	$2,073	
Public 2-year institutions	$668	
Private 4-year institutions	$8,943	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$17	
Per capita, FY 1999	$324	
% change, FY 1990–1999, in constant dollars		84%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations



LEARNING — I

State Context

	New Mexico	State Rank
Population	1,739,844	37
Gross state product	$45,242,000,000	37

Note: Data are from 1998–99.

Leading Indicators

	New Mexico	U.S.
Projected % change in population, 2000–2015	23.7%	12.9%
Projected % change in number of all high school graduates, 1999–2010	5.1%	9.5%
Projected budget surplus/shortfall by 2008	–12.0%	–3.8%
Average income of poorest 20% of population	$7,600	$10,005
Children in poverty (1995)	30.0%	21.0%
Percent of population with less than a high school diploma or equivalent	20.4%	16.0%
New economy index (1999)*	51.4	48.1

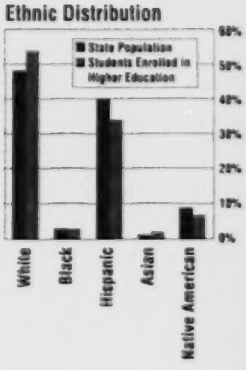
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	New Mexico	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	32%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	49%	52%
The price of college is out of reach in the state. **(Affordability)**	24%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	48%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction	**New Mexico**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NEW YORK

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	New York	Top States
18- to 24-year-olds with a high school credential	85%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	43%	59%
9th to 12th graders taking at least one upper-level science course	28%	37%
8th grade students taking algebra	14%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	22%	33%
in reading	34%	38%
in writing	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	164	158

PARTICIPATION — B–

YOUNG ADULTS (60%)	New York	Top States
High school freshmen enrolling in college within 4 years in any state	44%	54%
18- to 24-year-olds enrolling in college	35%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.4%	4.7%

AFFORDABILITY — D–

FAMILY ABILITY TO PAY (50%)	New York	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	35%	17%
at public 4-year colleges/universities	36%	19%
at private 4-year colleges/universities	85%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	92%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	33%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,357	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — A–

PERSISTENCE (20%)	New York	Top States
1st year community college students returning their 2nd year	62%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	53%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	20

Performance Gaps: For every 100 black students enrolled in college in New York, 15 receive a degree or certificate. In comparison, for every 100 white students enrolled, 20 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B

EDUCATIONAL ACHIEVEMENT (30%)	New York	Top States
Population aged 25 to 65 with bachelor's degree or higher	31%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	94%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	19%	28%
prose	18%	28%
document	15%	26%

Performance Gaps: In New York, 36% of white 25- to 65-year-olds have a bachelor's degree, compared to 19% for all other races.

This year, if all ethnic groups in New York had the same educational attainment and earnings as whites, total personal income in the state would be $21.6 billion higher, and the state would realize an estimated $7.6 billion in additional tax revenues.

LEARNING — I

State Context

	New York	State Rank
Population	18,196,601	3
Gross state product	$651,652,000,000	2

Note: Data are from 1998–99.

Leading Indicators

	New York	U.S.
Projected % change in population, 2000–2015	4.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	9.0%	9.5%
Projected budget surplus/shortfall by 2008	0.3%	–3.8%
Average income of poorest 20% of population	$7,800	$10,005
Children in poverty (1995)	25.0%	21.0%
Percent of population with less than a high school diploma or equivalent	18.5%	16.0%
New economy index (1999)*	54.5	48.1

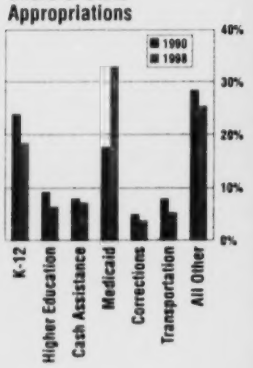
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	42	
Public 2-year	47	
Private 4-year	170	
Private 2-year	60	
Students Enrolled by Institution Type		
Public 4-year	263,893	32%
Public 2-year	241,502	29%
Private 4-year	295,663	36%
Private 2-year	26,819	3%
Students Enrolled by Level		
Undergraduate	827,877	81%
Graduate	169,388	17%
Professional	27,233	3%
Enrollment Status of Students		
Full-time	669,602	65%
Part-time	354,896	35%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	–3,244	
Average Tuition		
Public 4-year institutions	$3,845	
Public 2-year institutions	$2,576	
Private 4-year institutions	$15,258	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$6	
Per capita, FY 1999	$183	
% change, FY 1990–1999, in constant dollars		–2%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

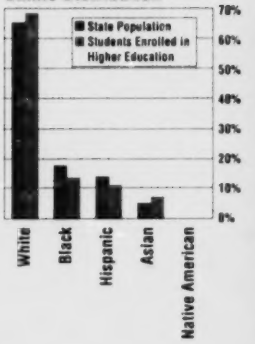


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	New York	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	39%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	54%	52%
The price of college is out of reach in the state. **(Affordability)**	28%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	30%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	35%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	35%	38%
Employer Satisfaction:	**New York**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	42%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NORTH CAROLINA

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	North Carolina	Top States
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	59%	59%
9th to 12th graders taking at least one upper-level science course	31%	37%
8th grade students taking algebra	27%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	20%	33%
in reading	31%	38%
in writing	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	108	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	113	158

Performance Gaps: In North Carolina, 79% of white high school students take upper-level math courses, compared to 55% of black high school students. Also, 72% of white high school students enroll in upper-level science courses, compared to 47% of black high school students.

Change over Time: In North Carolina from 1987 to 1998, the proportion of high school students taking upper-level math courses increased from 37% to 59%. Also, the proportion of high school students taking upper-level science courses increased from 16% to 31%.

PARTICIPATION — D

YOUNG ADULTS (60%)	North Carolina	Top States
High school freshmen enrolling in college within 4 years in any state	34%	54%
18- to 24-year-olds enrolling in college	32%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.9%	4.7%

AFFORDABILITY — A

FAMILY ABILITY TO PAY (50%)	North Carolina	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	21%	19%
at private 4-year colleges/universities	56%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	26%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	6%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,650	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B+

PERSISTENCE (20%)	North Carolina	Top States
1st year community college students returning their 2nd year	52%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	56%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	19	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — D+

EDUCATIONAL ACHIEVEMENT (30%)	North Carolina	Top States
Population aged 25 to 65 with bachelor's degree or higher	23%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	47%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	11%	28%
prose	11%	28%
document	9%	26%

Performance Gaps: This year, if all ethnic groups in North Carolina had the same educational attainment and earnings as whites, total personal income in the state would be $8 billion higher, and the state would realize an estimated $2.8 billion in additional tax revenues.

LEARNING — I

State Context

	North Carolina	State Rank
Population	7,650,789	11
Gross state product	$218,888,000,000	12

Note: Data are from 1998–99.

Leading Indicators

	North Carolina	U.S.
Projected % change in population, 2000–2015	13.7%	12.9%
Projected % change in number of all high school graduates, 1999–2010	20.1%	9.5%
Projected budget surplus/shortfall by 2008	–3.7%	–3.8%
Average income of poorest 20% of population	$10,248	$10,005
Children in poverty (1995)	20.0%	21.0%
Percent of population with less than a high school diploma or equivalent	18.6%	16.0%
New economy index (1999)*	45.2	48.1

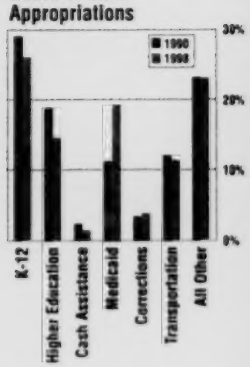
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	16	
Public 2-year	58	
Private 4-year	43	
Private 2-year	4	
Students Enrolled by Institution Type		
Public 4-year	128,098	39%
Public 2-year	143,006	43%
Private 4-year	58,241	18%
Private 2-year	862	0%
Students Enrolled by Level		
Undergraduate	330,207	88%
Graduate	35,969	10%
Professional	7,541	2%
Enrollment Status of Students		
Full-time	235,642	63%
Part-time	138,075	37%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	7,833	
Average Tuition		
Public 4-year institutions	$1,895	
Public 2-year institutions	$584	
Private 4-year institutions	$12,307	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$13	
Per capita, FY 1999	$301	
% change, FY 1990–1999, in constant dollars		57%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

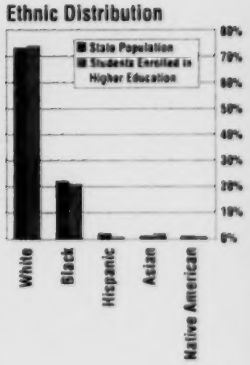


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	North Carolina	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	43%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	59%	52%
The price of college is out of reach in the state. **(Affordability)**	25%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	31%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	51%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**North Carolina**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	43%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%, national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



NORTH DAKOTA

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	North Dakota	Top States
18- to 24-year-olds with a high school credential	95%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	51%	59%
9th to 12th graders taking at least one upper-level science course	32%	37%
8th grade students taking algebra	13%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	33%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	22%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	28	158

Gaps in Data: Data are unavailable for North Dakota on 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — B

YOUNG ADULTS (60%)	North Dakota	Top States
High school freshmen enrolling in college within 4 years in any state	63%	54%
18- to 24-year-olds enrolling in college	43%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	1.8%	4.7%

Note: North Dakota has a large concurrent enrollment program, through which high school students can accumulate college credits.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	North Dakota	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	22%	17%
at public 4-year colleges/universities	23%	19%
at private 4-year colleges/universities	30%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	8%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	17%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$2,923	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	North Dakota	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	40%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	20

Gaps in Data: Data are unavailable for North Dakota on the proportion of community college students who return for their second year, because the sample size was too small.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C+

EDUCATIONAL ACHIEVEMENT (30%)	North Dakota	Top States
Population aged 25 to 65 with bachelor's degree or higher	26%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	61%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in North Dakota had the same educational attainment and earnings as whites, total personal income in the state would be $66.8 million higher, and the state would realize an estimated $23 million in additional tax revenues.

LEARNING — I

State Context

	North Dakota	State Rank
Population	633,666	47
Gross state product	$15,786,000,000	49

Note: Data are from 1998–99.

Leading Indicators

	North Dakota	U.S.
Projected % change in population, 2000–2015	6.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-22.4%	9.5%
Projected budget surplus/shortfall by 2008	0.9%	-3.8%
Average income of poorest 20% of population	$10,635	$10,005
Children in poverty (1995)	13.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.7%	16.0%
New economy index (1999)*	29	48.1

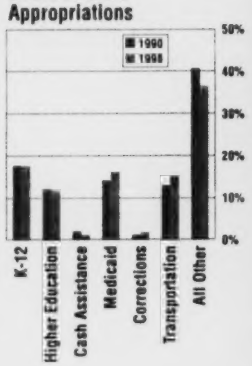
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	6	
Public 2-year	9	
Private 4-year	4	
Private 2-year	2	
Students Enrolled by Institution Type		
Public 4-year	23,643	66%
Public 2-year	8,477	24%
Private 4-year	3,408	10%
Private 2-year	278	1%
Students Enrolled by Level		
Undergraduate	35,806	92%
Graduate	2,710	7%
Professional	421	1%
Enrollment Status of Students		
Full-time	31,621	81%
Part-time	7,316	19%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,137	
Average Tuition		
Public 4-year institutions	$2,543	
Public 2-year institutions	$1,795	
Private 4-year institutions	$7,695	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$13	
Per capita, FY 1999	$269	
% change, FY 1990–1999, in constant dollars		45%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

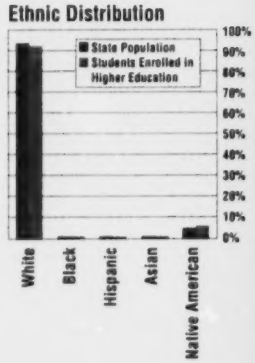


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	North Dakota	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	60%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	38%	52%
The price of college is out of reach in the state. **(Affordability)**	11%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	27%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	49%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	49%	38%
Employer Satisfaction:	**North Dakota**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%, national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



OHIO

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Ohio	Top States
18- to 24-year-olds with a high school credential	90%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	47%	59%
9th to 12th graders taking at least one upper-level science course	24%	37%
8th grade students taking algebra	19%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	184	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	158

Gaps in Data: Data are unavailable for Ohio on 8th graders' performance in math, reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — C–

YOUNG ADULTS (60%)	Ohio	Top States
High school freshmen enrolling in college within 4 years in any state	39%	54%
18- to 24-year-olds enrolling in college	34%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.0%	4.7%

AFFORDABILITY — D–

FAMILY ABILITY TO PAY (50%)	Ohio	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	26%	17%
at public 4-year colleges/universities	30%	19%
at private 4-year colleges/universities	59%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	39%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	23%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,597	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	Ohio	Top States
1st year community college students returning their 2nd year	59%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	54%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

Performance Gaps: For every 100 black students enrolled in college in Ohio, 12 receive a degree or certificate. In comparison, for every 100 white students enrolled, 16 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Ohio	Top States
Population aged 25 to 65 with bachelor's degree or higher	23%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	84%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	23%	28%
prose	21%	28%
document	20%	26%

Performance Gaps: This year, if all ethnic groups in Ohio had the same educational attainment and earnings as whites, total personal income in the state would be $3.6 billion higher, and the state would realize an estimated $1.3 billion in additional tax revenues.

LEARNING — I

State Context

	Ohio	State Rank
Population	11,256,654	7
Gross state product	$320,506,000,000	7

Note: Data are from 1998–99.

Leading Indicators

	Ohio	U.S.
Projected % change in population, 2000–2015	2.4%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–2.4%	9.5%
Projected budget surplus/shortfall by 2008	0.9%	–3.8%
Average income of poorest 20% of population	$10,640	$10,005
Children in poverty (1995)	19.0%	21.0%
Percent of population with less than a high school diploma or equivalent	13.8%	16.0%
New economy index (1999)*	44.8	48.1

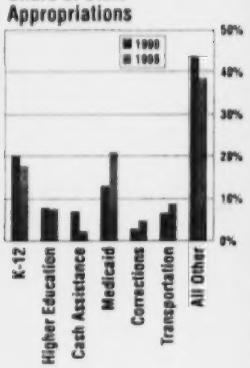
This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	27	
Public 2-year	36	
Private 4-year	67	
Private 2-year	47	
Students Enrolled by Institution Type		
Public 4-year	208,386	45%
Public 2-year	143,746	31%
Private 4-year	93,749	20%
Private 2-year	12,694	3%
Students Enrolled by Level		
Undergraduate	458,575	85%
Graduate	66,105	12%
Professional	12,489	2%
Enrollment Status of Students		
Full-time	341,039	63%
Part-time	196,130	37%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,750	
Average Tuition		
Public 4-year institutions	$4,014	
Public 2-year institutions	$2,392	
Private 4-year institutions	$13,569	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$180	
% change, FY 1990–1999, in constant dollars		44%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

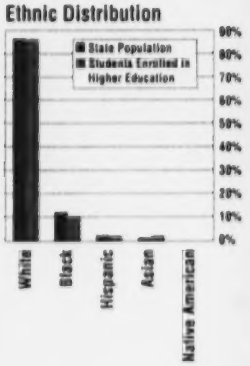


Public Satisfaction/Employer Satisfaction

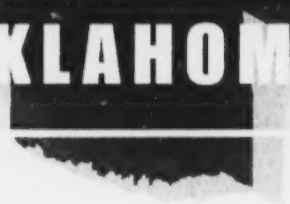
Percent of State Residents Who Say:	Ohio	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	47%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	49%	52%
The price of college is out of reach in the state. **(Affordability)**	20%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	32%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	36%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	34%	38%
Employer Satisfaction:	**Ohio**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	58%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



OKLAHOMA



PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	*Oklahoma*	*Top States*
18- to 24-year-olds with a high school credential	87%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	43%	59%
9th to 12th graders taking at least one upper-level science course	25%	37%
8th grade students taking algebra	8%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	29%	38%
in writing	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	134	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	42	158

Change over Time: In Oklahoma from 1990 to 1998, the proportion of high school students enrolled in upper-level science courses increased from 13% to 25%.

Gaps in Data: Data are unavailable for Oklahoma on 8th graders' performance in math, because the state declined to participate in national assessments.

PARTICIPATION — C

YOUNG ADULTS (60%)	*Oklahoma*	*Top States*
High school freshmen enrolling in college within 4 years in any state	35%	54%
18- to 24-year-olds enrolling in college	32%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.8%	4.7%

AFFORDABILITY — B–

FAMILY ABILITY TO PAY (50%)	*Oklahoma*	*Top States*
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	18%	17%
at public 4-year colleges/universities	21%	19%
at private 4-year colleges/universities	47%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	18%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,364	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C–

PERSISTENCE (20%)	*Oklahoma*	*Top States*
1st year community college students returning their 2nd year	45%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	84%
COMPLETION (80		
First-time, full-time students completing a bachelor's degree within 5 years	40%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20

Performance Gaps: For every 100 black students enrolled in college in Oklahoma, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C–

EDUCATIONAL ACHIEVEMENT (30%)	Oklahoma	Top States
Population aged 25 to 65 with bachelor's degree or higher	22%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	20%	28%
prose	19%	28%
document	14%	26%

Performance Gaps: This year, if all ethnic groups in Oklahoma had the same educational attainment and earnings as whites, total personal income in the state would be $1.8 billion higher, and the state would realize an estimated $638 million in additional tax revenues.

LEARNING — I

State Context

	Oklahoma	State Rank
Population	3,358,044	27
Gross state product	$76,642,000,000	30

Note: Data are from 1998–99.

Leading Indicators

	Oklahoma	U.S.
Projected % change in population, 2000–2015	12.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–4.7%	9.5%
Projected budget surplus/shortfall by 2008	–2.1%	–3.8%
Average income of poorest 20% of population	$9,000	$10,005
Children in poverty (1995)	24.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.4%	16.0%
New economy index (1999)*	38.6	48.1

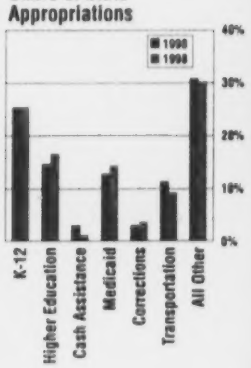
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	14	
Public 2-year	16	
Private 4-year	14	
Private 2-year	2	
Students Enrolled by Institution Type		
Public 4-year	73,970	48%
Public 2-year	60,902	40%
Private 4-year	16,361	11%
Private 2-year	1,446	1%
Students Enrolled by Level		
Undergraduate	152,679	86%
Graduate	21,028	12%
Professional	3,450	2%
Enrollment Status of Students		
Full-time	107,728	61%
Part-time	69,429	39%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	807	
Average Tuition		
Public 4-year institutions	$2,059	
Public 2-year institutions	$1,283	
Private 4-year institutions	$8,778	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$223	
% change, FY 1990–1999, in constant dollars		63%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

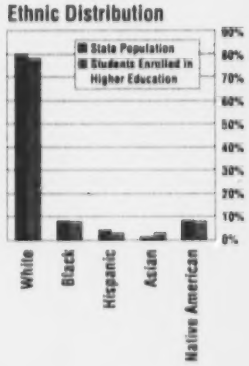


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Oklahoma	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	53%	52%
The price of college is out of reach in the state. **(Affordability)**	17%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	36%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	45%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	40%	38%
Employer Satisfaction:	**Oklahoma**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	70%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



OREGON

PREPARATION — C–

HIGH SCHOOL COMPLETION (20%)	Oregon	Top States
18- to 24-year-olds with a high school credential	75%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	40%	59%
9th to 12th graders taking at least one upper-level science course	20%	37%
8th grade students taking algebra	22%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	26%	33%
in reading	33%	38%
in writing	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	141	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	51	158

Performance Gaps: In Oregon, 85% of white 18- to 24-year-olds hold a high school credential, compared to 42% for all other races. Also, of 18- to 24-year-olds whose parents have some college education, 89% have a high school credential, compared to 58% of those whose parents did not attend college.

Change over Time: In Oregon from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential decreased from 86% to 76%.

PARTICIPATION — D

YOUNG ADULTS (60%)	Oregon	Top States
High school freshmen enrolling in college within 4 years in any state	35%	54%
18- to 24-year-olds enrolling in college	26%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.9%	4.7%

AFFORDABILITY — D–

FAMILY ABILITY TO PAY (50%)	Oregon	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	27%	17%
at public 4-year colleges/universities	30%	19%
at private 4-year colleges/universities	71%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	23%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,822	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Oregon	Top States
1st year community college students returning their 2nd year	43%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	78%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	51%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

Performance Gaps: For every 100 black students enrolled in college in Oregon, 8 receive a degree or certificate. In comparison, for every 100 white students enrolled, 13 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C+

EDUCATIONAL ACHIEVEMENT (30%)	Oregon	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	54%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Oregon had the same educational attainment and earnings as whites, total personal income in the state would be $1.3 billion higher, and the state would realize an estimated $472 million in additional tax revenues.

Change over Time: In Oregon from 1987 to 1998, the proportion of 25- to 65-year-olds with a bachelor's degree decreased from 25% to 24%.

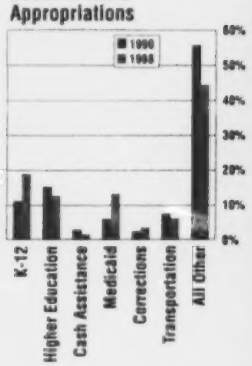
Gaps in Data: Data are unavailable for Oregon on adult high-level literacy skills, because the state declined to participate in the national survey.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	8	
Public 2-year	17	
Private 4-year	26	
Private 2-year	3	
Students Enrolled by Institution Type		
Public 4-year	51,191	35%
Public 2-year	78,737	53%
Private 4-year	17,897	12%
Private 2-year	715	1%
Students Enrolled by Level		
Undergraduate	148,540	88%
Graduate	17,422	10%
Professional	3,890	2%
Enrollment Status of Students		
Full-time	94,172	55%
Part-time	75,680	45%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,025	
Average Tuition		
Public 4-year institutions	$3,493	
Public 2-year institutions	$1,571	
Private 4-year institutions	$15,542	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$195	
% change, FY 1990–1999, in constant dollars		64%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations



LEARNING — I

State Context

	Oregon	State Rank
Population	3,316,154	28
Gross state product	$98,367,000,000	27

Note: Data are from 1998–99.

Leading Indicators

	Oregon	U.S.
Projected % change in population, 2000–2015	17.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	13.1%	9.5%
Projected budget surplus/shortfall by 2008	–0.1%	–3.8%
Average income of poorest 20% of population	$10,193	$10,005
Children in poverty (1995)	16.0%	21.0%
Percent of population with less than a high school diploma or equivalent	14.5%	16.0%
New economy index (1999)*	56.1	48.1

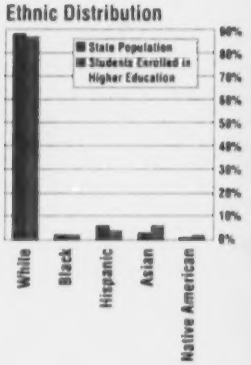
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Oregon	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	43%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	56%	52%
The price of college is out of reach in the state. **(Affordability)**	26%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	28%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	42%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	37%	38%
Employer Satisfaction:	**Oregon**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	61%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



PENNSYLVANIA

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Pennsylvania	Top States
18- to 24-year-olds with a high school credential	88%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income [illegible] graders scoring at or above "pro[illegible] the national assessment e[illegible] n math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	126	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	76	158

Gaps in Data: Data are unavailable for Pennsylvania on how many high school students enroll in upper-level math and science courses, and on 8th grade enrollments in algebra, because the state declined to participate in national surveys. Also, data are unavailable for 8th graders' performance in math, reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — C

YOUNG ADULTS (60%)	Pennsylvania	Top States
High school freshmen enrolling in college within 4 years in any state	43%	54%
18- to 24-year-olds enrolling in college	36%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.8%	4.7%

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	Pennsylvania	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	24%	17%
at public 4-year colleges/universities	30%	19%
at private 4-year colleges/universities	64%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	98%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,909	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid [illegible] as a percent of federal Pell Grant aid."

COMPLETION — A

PERSISTENCE (20%)	Pennsylvania	Top States
1st year community college students returning their 2nd year	68%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	82%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	62%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	20

Performance Gaps: For every 100 black students enrolled in college in Pennsylvania, 16 receive a degree or certificate. In comparison, for every 100 white students enrolled, 21 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Pennsylvania	Top States
Population aged 25 to 65 with bachelor's degree or higher	26%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	47%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	23%	28%
prose	19%	28%
document	18%	26%

Performance Gaps: This year, if all ethnic groups in Pennsylvania had the same educational attainment and earnings as whites, total personal income in the state would be $3.4 billion higher, and the state would realize an estimated $1.2 billion in additional tax revenues.

LEARNING — I

State Context

	Pennsylvania	State Rank
Population	11,994,016	6
Gross state product	$339,940,000,000	6

Note: Data are from 1998–99.

Leading Indicators

	Pennsylvania	U.S.
Projected % change in population, 2000–2015	2.0%	12.9%
Projected % change in number of all high school graduates, 1999–2010	3.1%	9.5%
Projected budget surplus/shortfall by 2008	–1.3%	–3.8%
Average income of poorest 20% of population	$11,566	$10,005
Children in poverty (1995)	17.0%	21.0%
Percent of population with less than a high school diploma or equivalent	15.9%	16.0%
New economy index (1999)*	46.7	48.1

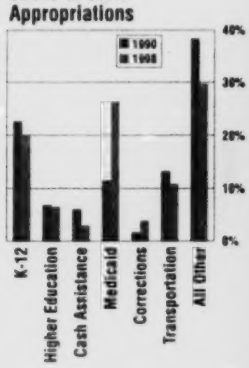
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	45	
Public 2-year	21	
Private 4-year	101	
Private 2-year	86	
Students Enrolled by Institution Type		
Public 4-year	192,899	39%
Public 2-year	101,142	21%
Private 4-year	167,940	34%
Private 2-year	29,792	6%
Students Enrolled by Level		
Undergraduate	491,773	84%
Graduate	80,823	14%
Professional	15,589	3%
Enrollment Status of Students		
Full-time	406,839	69%
Part-time	181,346	31%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	8,339	
Average Tuition		
Public 4-year institutions	$5,194	
Public 2-year institutions	$2,105	
Private 4-year institutions	$15,545	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$6	
Per capita, FY 1999	$155	
% change, FY 1990–1999, in constant dollars		37%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

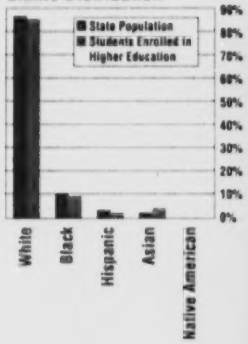


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Pennsylvania	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	54%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	52%	52%
The price of college is out of reach in the state. **(Affordability)**	30%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	30%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	35%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**Pennsylvania**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	35%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



RHODE ISLAND

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	Rhode Island	Top States
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	20%	33%
in reading	30%	38%
in writing	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	131	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	92	158

Performance Gaps: In Rhode Island, 94% of white 18- to 24-year-olds have a high school credential, compared to 62% for all other races.

Gaps in Data: Data are unavailable for Rhode Island on how many high school students enroll in upper-level math and science courses, and on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — A

YOUNG ADULTS (60%)	Rhode Island	Top States
High school freshmen enrolling in college within 4 years in any state	46%	54%
18- to 24-year-olds enrolling in college	36%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	4.6%	4.7%

Note: In 1996, 33% of students going on to college enrolled out of state.

AFFORDABILITY — F

FAMILY ABILITY TO PAY (50%)	Rhode Island	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	27%	17%
at public 4-year colleges/universities	37%	19%
at private 4-year colleges/universities	86%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	20%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,081	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid as a percent of federal Pell Grant aid."

COMPLETION — A

PERSISTENCE (20%)	Rhode Island	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	66%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	20	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — A

EDUCATIONAL ACHIEVEMENT (30%)	Rhode Island	Top States
Population aged 25 to 65 with bachelor's degree or higher	30%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	10%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	55%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	93%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: In Rhode Island, 32% of white 25- to 65-year-olds hold a bachelor's degree, compared to 16% for all other races.

This year, if all ethnic groups in Rhode Island had the same educational attainment and earnings as whites, total personal income in the state would be $228 million higher, and the state would realize an estimated $80 million in additional tax revenues.

Gaps in Data: Data are unavailable for Rhode Island on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Rhode Island	State Rank
Population	990,819	43
Gross state product	$27,806,000,000	44

Note: Data are from 1998–99.

Leading Indicators

	Rhode Island	U.S.
Projected % change in population, 2000–2015	7.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	8.3%	9.5%
Projected budget surplus/shortfall by 2008	–2.9%	–3.8%
Average income of poorest 20% of population	$9,000	$10,005
Children in poverty (1995)	17.0%	21.0%
Percent of population with less than a high school diploma or equivalent	19.3%	16.0%
New economy index (1999)*	45.3	48.1

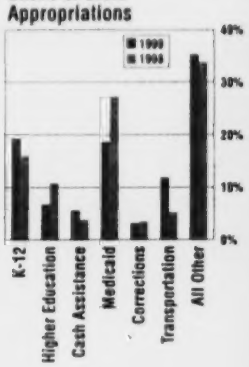
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	2	
Public 2-year	1	
Private 4-year	9	
Private 2-year	0	
Students Enrolled by Institution Type		
Public 4-year	17,045	27%
Public 2-year	15,220	24%
Private 4-year	30,063	48%
Private 2-year	0	0
Students Enrolled by Level		
Undergraduate	62,328	87%
Graduate	8,886	12%
Professional	864	1%
Enrollment Status of Students		
Full-time	46,770	65%
Part-time	25,308	35%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	4,440	
Average Tuition		
Public 4-year institutions	$4,029	
Public 2-year institutions	$1,746	
Private 4-year institutions	$16,234	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$6	
Per capita, FY 1999	$151	
% change, FY 1990–1999, in constant dollars		18%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

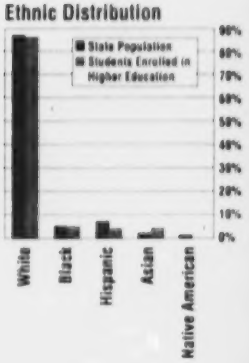


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Rhode Island	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	45%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	56%	52%
The price of college is out of reach in the state. **(Affordability)**	24%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	21%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	35%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	41%	38%
Employer Satisfaction:	**Rhode Island**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	83%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



SOUTH CAROLINA

PREPARATION — C-

HIGH SCHOOL COMPLETION (20%)	South Carolina	Top States
18- to 24-year-olds with a high school credential	88%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	14%	33%
in reading	22%	38%
in writing	15%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	89	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	105	158

Gaps in Data: Data are unavailable for South Carolina on how many high school students enroll in upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — D-

YOUNG ADULTS (60%)	South Carolina	Top States
High school freshmen enrolling in college within 4 years in any state	32%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.5%	4.7%

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	South Carolina	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	22%	17%
at public 4-year colleges/universities	27%	19%
at private 4-year colleges/universities	48%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	24%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,542	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	South Carolina	Top States
1st year community college students returning their 2nd year	53%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	76%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	52%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	South Carolina	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	90%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in South Carolina had the same educational attainment and earnings as whites, total personal income in the state would be $3.7 billion higher, and the state would realize an estimated $1.3 billion in additional tax revenues.

LEARNING — I

State Context

	South Carolina	State Rank
Population	3,885,736	26
Gross state product	$93,259,000,000	28

Note: Data are from 1998–99.

Leading Indicators

	South Carolina	U.S.
Projected % change in population, 2000–2015	13.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	2.1%	9.5%
Projected budget surplus/shortfall by 2008	–4.6%	–3.8%
Average income of poorest 20% of population	$10,568	$10,005
Children in poverty (1995)	26.0%	21.0%
Percent of population with less than a high school diploma or equivalent	21.4%	16.0%
New economy index (1999)*	39.7	48.1

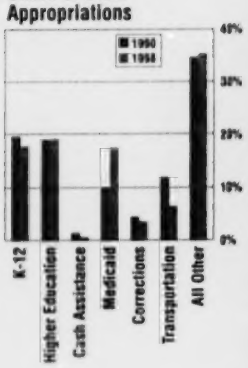
* *This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	12	
Public 2-year	21	
Private 4-year	23	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	64,734	43%
Public 2-year	62,248	41%
Private 4-year	23,046	15%
Private 2-year	1,823	1%
Students Enrolled by Level		
Undergraduate	151,851	86%
Graduate	21,494	12%
Professional	2,933	2%
Enrollment Status of Students		
Full-time	113,758	65%
Part-time	62,520	35%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,728	
Average Tuition		
Public 4-year institutions	$3,414	
Public 2-year institutions	$1,159	
Private 4-year institutions	$10,660	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$10	
Per capita, FY 1999	$206	
% change, FY 1990–1999, in constant dollars		33%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

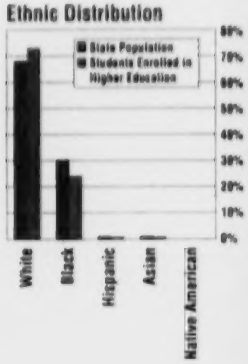


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	South Carolina	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	35%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	55%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	33%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	37%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	33%	38%
Employer Satisfaction:	**South Carolina**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	54%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



STATE PROFILES

SOUTH DAKOTA

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	South Dakota	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	45%	59%
9th to 12th graders taking at least one upper-level science course	34%	37%
8th grade students taking algebra	12%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	n/a	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	139	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	38	158

Performance Gaps: In South Dakota, of 18- to 24-year-olds whose parents have some college education, 98% have a high school credential, compared to 66% of those whose parents did not attend college.

Gaps in Data: Data are unavailable for South Dakota on 8th graders' performance in math, reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — C

YOUNG ADULTS (60%)	South Dakota	Top States
High school freshmen enrolling in college within 4 years in any state	45%	54%
18- to 24-year-olds enrolling in college	37%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.5%	4.7%

Note: In 1996, 30% of students going on to college enrolled out of state.

AFFORDABILITY — D+

FAMILY ABILITY TO PAY (50%)	South Dakota	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	n/a	17%
at public 4-year colleges/universities	22%	19%
at private 4-year colleges/universities	51%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	0%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	25%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,113	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	South Dakota	Top States
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	68%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	41%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Gaps in Data: Data are unavailable for South Dakota on the proportion of community college students who return for their second year, because the sample is too small.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C-

EDUCATIONAL ACHIEVEMENT (30%)	South Dakota	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	5%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	58%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in South Dakota had the same educational attainment and earnings as whites, total personal income in the state would be $114 million higher, and the state would realize an estimated $40 million in additional tax revenues.

Gaps in Data: Data are unavailable for South Dakota on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	South Dakota	State Rank
Population	733,133	46
Gross state product	$20,186,000,000	46

Note: Data are from 1998–99

Leading Indicators

	South Dakota	U.S.
Projected % change in population, 2000–2015	8.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	-9.0%	9.5%
Projected budget surplus/shortfall by 2008	-5.0%	-3.8%
Average income of poorest 20% of population	$10,386	$10,005
Children in poverty (1995)	17.0%	21.0%
Percent of population with less than a high school diploma or equivalent	13.7%	16.0%
New economy index (1999)*	32.3	48.1

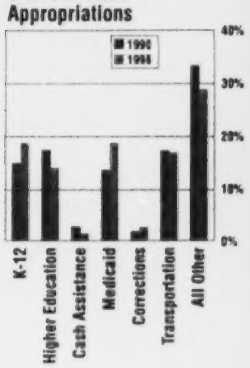
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	8	
Public 2-year	6	
Private 4-year	10	
Private 2-year	1	
Students Enrolled by Institution Type		
Public 4-year	24,097	69%
Public 2-year	4,936	14%
Private 4-year	5,499	16%
Private 2-year	218	1%
Students Enrolled by Level		
Undergraduate	34,750	89%
Graduate	3,574	9%
Professional	718	2%
Enrollment Status of Students		
Full-time	28,975	74%
Part-time	10,067	26%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	-235	
Average Tuition		
Public 4-year institutions	$2,888	
Public 2-year institutions	$2,631	
Private 4-year institutions	$10,252	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$171	
% change, FY 1990–1999, in constant dollars		52%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

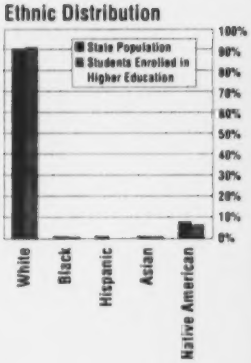


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	South Dakota	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	59%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	43%	52%
The price of college is out of reach in the state. **(Affordability)**	15%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	28%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	41%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	49%	38%
Employer Satisfaction:	**South Dakota**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/-7%; national sample, +/-3%. Margin of error for employer satisfaction survey: +/-6%.

Ethnic Distribution



TENNESSEE

PREPARATION — C–

HIGH SCHOOL COMPLETION (20%)	Tennessee	Top States
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	26%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	15%	33%
in reading	26%	38%
in writing	24%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	148	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	67	158

Gaps in Data: Data are unavailable for Tennessee on how many high school students take upper-level math and science courses, as well as on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — D–

YOUNG ADULTS (60%)	Tennessee	Top States
High school freshmen enrolling in college within 4 years in any state	34%	54%
18- to 24-year-olds enrolling in college	27%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.5%	4.7%

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	Tennessee	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	19%	17%
at public 4-year colleges/universities	23%	19%
at private 4-year colleges/universities	57%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	16%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,609	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	Tennessee	Top States
1st year community college students returning their 2nd year	54%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	74%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	45%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

Performance Gaps: For every 100 black students enrolled in college in Tennessee, 11 receive a degree or certificate. In comparison, for every 100 white students enrolled, 15 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — D+

EDUCATIONAL ACHIEVEMENT (30%)	Tennessee	Top States
Population aged 25 to 65 with bachelor's degree or higher	21%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	45%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	17%	28%
prose	14%	28%
document	14%	26%

Performance Gaps: This year, if all ethnic groups in Tennessee had the same educational attainment and earnings as whites, total personal income in the state would be $2 billion higher, and the state would realize an estimated $719 million in additional tax revenues.

LEARNING — I

State Context

	Tennessee	State Rank
Population	5,483,535	16
Gross state product	$146,999,000,000	20

Note: Data are from 1998–99.

Leading Indicators

	Tennessee	U.S.
Projected % change in population, 2000–2015	12.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	13.0%	9.5%
Projected budget surplus/shortfall by 2008	–9.1%	–3.8%
Average income of poorest 20% of population	$9,600	$10,005
Children in poverty (1995)	23.0%	21.0%
Percent of population with less than a high school diploma or equivalent	23.1%	16.0%
New economy index (1999)*	45.1	48.1

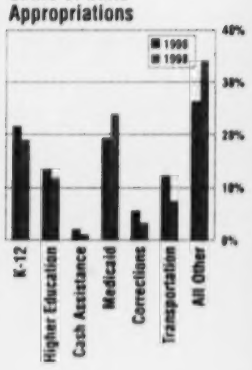
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	10	
Public 2-year	14	
Private 4-year	44	
Private 2-year	15	
Students Enrolled by Institution Type		
Public 4-year	93,864	43%
Public 2-year	77,037	36%
Private 4-year	41,275	19%
Private 2-year	4,660	2%
Students Enrolled by Level		
Undergraduate	216,836	87%
Graduate	27,378	11%
Professional	5,591	2%
Enrollment Status of Students		
Full-time	167,546	67%
Part-time	82,259	33%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	2,663	
Average Tuition		
Public 4-year institutions	$2,296	
Public 2-year institutions	$1,134	
Private 4-year institutions	$11,090	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$174	
% change, FY 1990–1999, in constant dollars		39%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

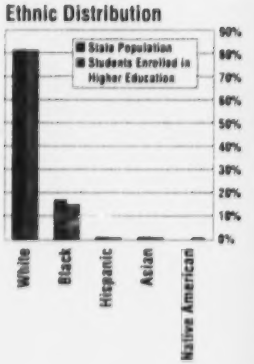


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Tennessee	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	40%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	57%	52%
The price of college is out of reach in the state. **(Affordability)**	26%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	41%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction:	**Tennessee**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	34%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



TEXAS

PREPARATION — C

HIGH SCHOOL COMPLETION (20%)	Texas	Top States
18- to 24-year-olds with a high school credential	81%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	46%	59%
9th to 12th graders taking at least one upper-level science course	26%	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	21%	33%
in reading	28%	38%
in writing	31%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	125	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	86	158

Performance Gaps: In Texas, 91% of white 18- to 24-year-olds have a high school credential, compared to 72% for all other races. Also, of 18- to 24-year-olds whose parents have some college education, 93% have a high school credential, compared to 69% of those whose parents did not attend college. In Texas, 89% of white high school students take upper-level math courses, compared to 57% of Hispanic high school students. And 74% of white high school students enroll in upper-level science courses, compared to 44% of Hispanic high school students.

Change over Time: In Texas, the proportion of high school students taking upper-level science courses increased from 17% to 26%.

Gaps in Data: Data are unavailable for Texas on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — D

YOUNG ADULTS (60%)	Texas	Top States
High school freshmen enrolling in college within 4 years in any state	32%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.2%	4.7%

Performance Gaps: In Texas, 39% of white 18- to 24-year-olds enroll in college, compared to 22% for all other races.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	Texas	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	25%	19%
at private 4-year colleges/universities	57%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	13%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,636	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — D+

PERSISTENCE (20%)	Texas	Top States
1st year community college students returning their 2nd year	41%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	43%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	14	20

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Texas	Top States
Population aged 25 to 65 with bachelor's degree or higher	25%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	40%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	19%	28%
prose	18%	28%
document	16%	26%

Performance Gaps: In Texas, 33% of white 25- to 65-year-olds have a bachelor's degree, compared to 14% for all other races.

This year, if all ethnic groups in Texas had the same educational attainment and earnings as whites, total personal income in the state would be $44 billion higher, and the state would realize an estimated $16 billion in additional tax revenues.

LEARNING — I

State Context

	Texas	State Rank
Population	20,044,141	2
Gross state product	$601,643,000,000	3

Note: Data are from 1998–99.

Leading Indicators

	Texas	U.S.
Projected % change in population, 2000–2015	20.7%	12.9%
Projected % change in number of all high school graduates, 1999–2010	11.7%	9.5%
Projected budget surplus/shortfall by 2008	–7.8%	–3.8%
Average income of poorest 20% of population	$9,000	$10,005
Children in poverty (1995)	25.0%	21.0%
Percent of population with less than a high school diploma or equivalent	21.7%	16.0%
New economy index (1999)*	52.3	48.1

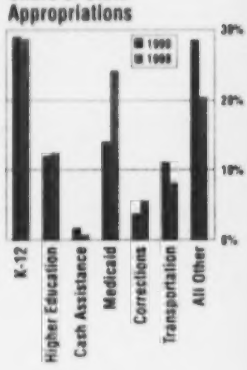
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	41	
Public 2-year	68	
Private 4-year	56	
Private 2-year	29	
Students Enrolled by Institution Type		
Public 4-year	321,167	38%
Public 2-year	432,362	51%
Private 4-year	81,712	10%
Private 2-year	11,280	1%
Students Enrolled by Level		
Undergraduate	846,521	87%
Graduate	103,663	11%
Professional	19,109	2%
Enrollment Status of Students		
Full-time	533,648	55%
Part-time	435,635	45%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	161	
Average Tuition		
Public 4-year institutions	$2,276	
Public 2-year institutions	$826	
Private 4-year institutions	$9,989	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$9	
Per capita, FY 1999	$198	
% change, FY 1990–1999, in constant dollars		56%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

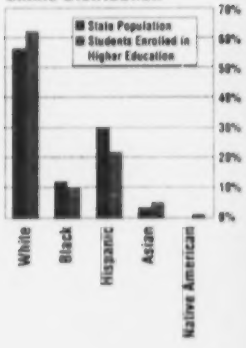


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Texas	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	50%	52%
The price of college is out of reach in the state. **(Affordability)**	22%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	43%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	40%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	43%	38%
Employer Satisfaction:	**Texas**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	24%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



UTAH

PREPARATION — A

HIGH SCHOOL COMPLETION (20%)	Utah	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	50%	59%
9th to 12th graders taking at least one upper-level science course	30%	37%
8th grade students taking algebra	54%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	24%	33%
in reading	31%	38%
in writing	21%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	17%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	148	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	158	158

Performance Gaps: In Utah 93% of 18- to 24-year-olds have a high school credential, compared to 67% for all other races. Also, 71% of Utah's white high school students take upper-level math courses, compared to 46% of Hispanic high school students.

PARTICIPATION — C

YOUNG ADULTS (60%)	Utah	Top States
High school freshmen enrolling in college within 4 years in any state	40%	54%
18- to 24-year-olds enrolling in college	33%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.4%	4.7%

AFFORDABILITY — A

FAMILY ABILITY TO PAY (50%)	Utah	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	20%	17%
at public 4-year colleges/universities	17%	19%
at private 4-year colleges/universities	20%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	3%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	10%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,390	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — D+

PERSISTENCE (20%)	Utah	Top States
1st year community college students returning their 2nd year	40%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	66%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	29%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Note: Completion in Utah may be higher than we have been able to measure, as many Mormon students leave colleges and universities for two years to fulfill a service mission and return to complete a degree.

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BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Utah	Top States
Population aged 25 to 65 with bachelor's degree or higher	28%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	46%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	91%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Utah had the same educational attainment and earnings as whites, total personal income in the state would be $450 million higher, and the state would realize an estimated $157 million in additional tax revenues.

Gaps in Data: Data are unavailable for Utah on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Utah	State Rank
Population	2,129,836	34
Gross state product	$55,417,000,000	35

Note: Data are from 1998–99.

Leading Indicators

	Utah	U.S.
Projected % change in population, 2000–2015	21.0%	12.9%
Projected % change in number of high school graduates, 1999–2010	–1.2%	9.5%
Projected budget surplus/shortfall by 2008	–4.3%	–3.8%
Average income of poorest 20% of population	$14,120	$10,005
Children in poverty (1995)	10.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.7%	16.0%
New economy index (1999)*	64	48.1

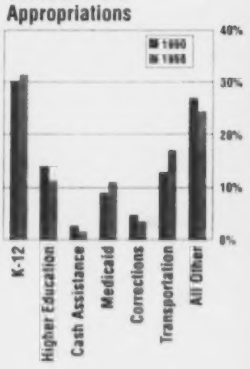
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	5	
Public 2-year	4	
Private 4-year	4	
Private 2-year	8	
Students Enrolled by Institution Type		
Public 4-year	74,547	52%
Public 2-year	35,037	24%
Private 4-year	32,439	22%
Private 2-year	2,642	2%
Students Enrolled by Level		
Undergraduate	144,665	92%
Graduate	11,973	8%
Professional	1,253	1%
Enrollment Status of Students		
Full-time	97,883	62%
Part-time	60,008	38%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	6,051	
Average Tuition		
Public 4-year institutions	$2,100	
Public 2-year institutions	$1,431	
Private 4-year institutions	$3,191	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$12	
Per capita, FY 1999	$234	
% change, FY 1990–1999, in constant dollars		87%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

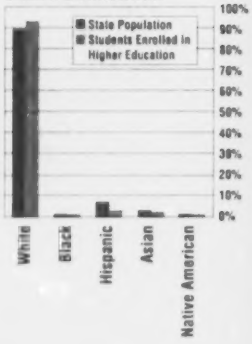


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Utah	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	49%	52%
The price of college is out of reach in the state. **(Affordability)**	23%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	37%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	56%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	46%	38%
Employer Satisfaction:	**Utah**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	62%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



VERMONT

PREPARATION — B–

HIGH SCHOOL COMPLETION (20%)	*Vermont*	*Top States*
18- to 24-year-olds with a high school credential	93%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	42%	59%
9th to 12th graders taking at least one upper-level science course	29%	37%
8th grade students taking algebra	20%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	27%	33%
in reading	n/a	38%
in writing	n/a	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	144	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	80	158

Gaps in Data: Data are unavailable for Vermont on 8th graders' performance in reading and writing, because the state declined to participate in national assessments.

PARTICIPATION — C–

YOUNG ADULTS (60%)	*Vermont*	*Top States*
High school freshmen enrolling in college within 4 years in any state	42%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.9%	4.7%

Change over Time: In Vermont from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 19% to 30%.

Note: In 1996, 44% of students going on to college enrolled out of state.

AFFORDABILITY — D–

FAMILY ABILITY TO PAY (50%)	*Vermont*	*Top States*
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	26%	17%
at public 4-year colleges/universities	39%	19%
at private 4-year colleges/universities	73%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	83%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	24%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$4,172	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — A

PERSISTENCE (20%)	*Vermont*	*Top States*
1st year community college students returning their 2nd year	n/a	64%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	68%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

Performance Gaps: Data are unavailable for Vermont on the proportion of community college students who return for their second year, because the sample size was too small.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Vermont	Top States
Population aged 25 to 65 with bachelor's degree or higher	30%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	56%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	83%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Gaps in Data: Data are unavailable for Vermont on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Vermont	State Rank
Population	593,740	49
Gross state product	$15,214,000,000	50

Note: Data are from 1998–99.

Leading Indicators

	Vermont	U.S.
Projected % change in population, 2000–2015	7.3%	12.9%
Projected % change in number of all high school graduates, 1999–2010	0.0%	9.5%
Projected budget surplus/shortfall by 2008	–4.6%	–3.8%
Average income of poorest 20% of population	$11,245	$10,005
Children in poverty (1995)	13.0%	21.0%
Percent of population with less than a high school diploma or equivalent	13.3%	16.0%
New economy index (1999)*	51.9	48.1

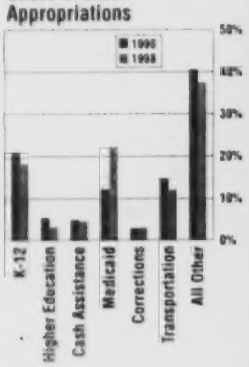
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	5	
Public 2-year	1	
Private 4-year	15	
Private 2-year	4	
Students Enrolled by Institution Type		
Public 4-year	14,135	44%
Public 2-year	4,493	14%
Private 4-year	12,559	40%
Private 2-year	629	2%
Students Enrolled by Level		
Undergraduate	31,816	87%
Graduate	3,740	10%
Professional	926	3%
Enrollment Status of Students		
Full-time	25,719	71%
Part-time	10,763	30%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,919	
Average Tuition		
Public 4-year institutions	$6,479	
Public 2-year institutions	$2,616	
Private 4-year institutions	$17,119	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$4	
Per capita, FY 1999	$100	
% change, FY 1990–1999, in constant dollars		10%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

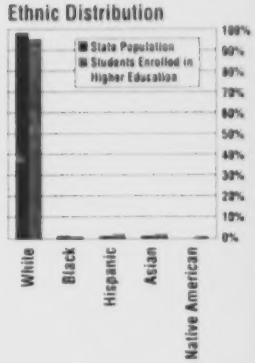


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Vermont	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	53%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	51%	52%
The price of college is out of reach in the state. **(Affordability)**	29%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	22%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	37%	38%
Employer Satisfaction:	**Vermont**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



VIRGINIA

PREPARATION — B

HIGH SCHOOL COMPLETION (20%)	*Virginia*	*Top States*
18- to 24-year-olds with a high school credential	86%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	21%	33%
in reading	33%	38%
in writing	27%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	135	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	163	158

Gaps in Data: Data are unavailable for Virginia on how many high school students enroll in upper-level math and science courses, and on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — B–

YOUNG ADULTS (60%)	*Virginia*	*Top States*
High school freshmen enrolling in college within 4 years in any state	41%	54%
18- to 24-year-olds enrolling in college	34%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.9%	4.7%

Change over Time: In Virginia from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 24% to 34%.

AFFORDABILITY — C

FAMILY ABILITY TO PAY (50%)	*Virginia*	*Top States*
Percent of income needed to pay for college expenses minus financial aid		
at community colleges	20%	17%
at public 4-year colleges/universities	27%	19%
at private 4-year colleges/universities	49%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	42%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	13%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,861	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	*Virginia*	*Top States*
1st year community college students returning their 2nd year	55%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	81%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	59%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	16	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B+

EDUCATIONAL ACHIEVEMENT (30%)	Virginia	Top States
Population aged 25 to 65 with bachelor's degree or higher	31%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	43%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Virginia had the same educational attainment and earnings as whites, total personal income in the state would be $6.6 billion higher, and the state would realize an estimated $2.3 billion in additional tax revenues.

Gaps in Data: Data are unavailable for Virginia on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Virginia	State Rank
Population	6,872,912	12
Gross state product	$211,331,000,000	13

Note: Data are from 1998–99.

Leading Indicators

	Virginia	U.S.
Projected % change in population, 2000–2015	13.2%	12.9%
Projected % change in number of all high school graduates, 1999–2010	12.8%	9.5%
Projected budget surplus/shortfall by 2008	–6.8%	–3.8%
Average income of poorest 20% of population	$11,148	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	17.4%	16.0%
New economy index (1999)*	58.8	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	15	
Public 2-year	24	
Private 4-year	40	
Private 2-year	13	
Students Enrolled by Institution Type		
Public 4-year	125,501	41%
Public 2-year	130,412	42%
Private 4-year	46,415	15%
Private 2-year	6,644	2%
Students Enrolled by Level		
Undergraduate	308,972	85%
Graduate	48,690	13%
Professional	7,242	2%
Enrollment Status of Students		
Full-time	207,900	57%
Part-time	157,004	43%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	4,543	
Average Tuition		
Public 4-year institutions	$4,052	
Public 2-year institutions	$1,476	
Private 4-year institutions	$11,811	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$7	
Per capita, FY 1999	$191	
% change, FY 1990–1999, in constant dollars		36%

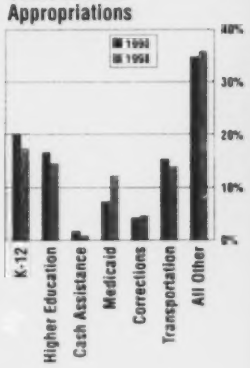
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

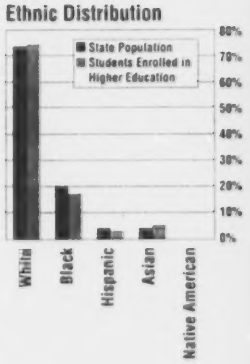
Percent of State Residents Who Say:	Virginia	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	46%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	51%	52%
The price of college is out of reach in the state. **(Affordability)**	19%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	29%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	39%	38%
Employer Satisfaction:	**Virginia**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	49%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Share of State Appropriations



Ethnic Distribution



WASHINGTON

PREPARATION — C+

HIGH SCHOOL COMPLETION (20%)	Washington	Top States
18- to 24-year-olds with a high school credential	87%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	26%	33%
in reading	32%	38%
in writing	25%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	159	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	56	158

Gaps in Data. Data are unavailable for Washington on how many high school students enroll in upper-level math and science courses, and on 8th grade enrollments in algebra, because the state declined to participate in national surveys.

PARTICIPATION — C–

YOUNG ADULTS (60%)	Washington	Top States
High school freshmen enrolling in college within 4 years in any state	42%	54%
18- to 24-year-olds enrolling in college	32%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.9%	4.7%

AFFORDABILITY — B–

FAMILY ABILITY TO PAY (50%)	Washington	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	21%	17%
at public 4-year colleges/universities	23%	19%
at private 4-year colleges/universities	61%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	60%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	14%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,704	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — B–

PERSISTENCE (20%)	Washington	Top States
1st year community college students returning their 2nd year	38%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	50%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	18	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B+

EDUCATIONAL ACHIEVEMENT (30%)	Washington	Top States
Population aged 25 to 65 with bachelor's degree or higher	30%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	53%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	28%	28%
prose	26%	28%
document	26%	26%

Performance Gaps: This year, if all ethnic groups in Washington had the same educational attainment and earnings as whites, total personal income in the state would be $1.9 billion higher, and the state would realize an estimated $678 million in additional tax revenues.

LEARNING — I

State Context

	Washington	State Rank
Population	5,756,361	15
Gross state product	$172,253,000,000	14

Note: Data are from 1998–99.

Leading Indicators

	Washington	U.S.
Projected % change in population, 2000–2015	20.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	19.4%	9.5%
Projected budget surplus/shortfall by 2008	–6.7%	–3.8%
Average income of poorest 20% of population	$10,978	$10,005
Children in poverty (1995)	16.0%	21.0%
Percent of population with less than a high school diploma or equivalent	8.0%	16.0%
New economy index (1999)*	69	48.1

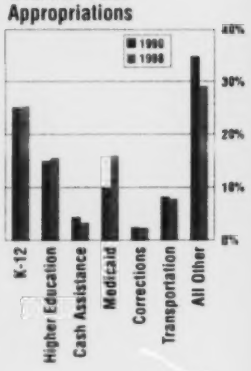
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	8	
Public 2-year	33	
Private 4-year	26	
Private 2-year	5	
Students Enrolled by Institution Type		
Public 4-year	73,731	26%
Public 2-year	185,349	64%
Private 4-year	25,806	9%
Private 2-year	3,755	1%
Students Enrolled by Level		
Undergraduate	288,641	92%
Graduate	22,671	7%
Professional	3,969	1%
Enrollment Status of Students		
Full-time	186,967	59%
Part-time	128,314	41%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	5,168	
Average Tuition		
Public 4-year institutions	$3,037	
Public 2-year institutions	$1,517	
Private 4-year institutions	$14,222	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$8	
Per capita, FY 1999	$201	
% change, FY 1990–1999, in constant dollars		49%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

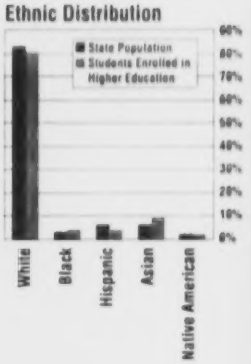


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Washington	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	41%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	47%	52%
The price of college is out of reach in the state. **(Affordability)**	28%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	46%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	38%	38%
Employer Satisfaction:	**Washington**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	34%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



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WEST VIRGINIA

PREPARATION — D+

HIGH SCHOOL COMPLETION (20%)	West Virginia	Top States
18- to 24-year-olds with a high school credential	89%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	42%	59%
9th to 12th graders taking at least one upper-level science course	26%	37%
8th grade students taking algebra	19%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	14%	33%
in reading	27%	38%
in writing	18%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	114	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	37	158

Change over Time: In West Virginia from 1987 to 1998, the proportion of 18- to 24-year-olds with a high school credential increased from 83% to 89%.

PARTICIPATION — D+

YOUNG ADULTS (60%)	West Virginia	Top States
High school freshmen enrolling in college within 4 years in any state	38%	54%
18- to 24-year-olds enrolling in college	35%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	2.4%	4.7%

AFFORDABILITY — D

FAMILY ABILITY TO PAY (50%)	West Virginia	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	24%	17%
at public 4-year colleges/universities	29%	19%
at private 4-year colleges/universities	63%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	23%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	19%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,297	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid . . . as a percent of federal Pell Grant aid."

COMPLETION — C

PERSISTENCE (20%)	West Virginia	Top States
1st year community college students returning their 2nd year	42%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	44%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

Need more information? *For an explanation of grading, see page 17. For source information about each indicator, see page 185. For more technical information, visit the website for Measuring Up at www.highereducation.org.*

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BENEFITS — F

EDUCATIONAL ACHIEVEMENT (30%)	West Virginia	Top States
Population aged 25 to 65 with bachelor's degree or higher	17%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	43%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	82%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	13%	28%
prose	10%	28%
document	8%	26%

Performance Gaps: This year, if all ethnic groups in West Virginia had the same educational attainment and earnings as whites, total personal income in the state would be $122 million higher, and the state would realize an estimated $43 million in additional tax revenues.

LEARNING — I

State Context

	West Virginia	State Rank
Population	1,806,928	36
Gross state product	$38,228,000,000	38

Note: Data are from 1998–99.

Leading Indicators

	West Virginia	U.S.
Projected % change in population, 2000–2015	0.5%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–13.6%	9.5%
Projected budget surplus/shortfall by 2008	–1.4%	–3.8%
Average income of poorest 20% of population	$7,646	$10,005
Children in poverty (1995)	28.0%	21.0%
Percent of population with less than a high school diploma or equivalent	23.6%	16.0%
New economy index (1999)*	26.8	48.1

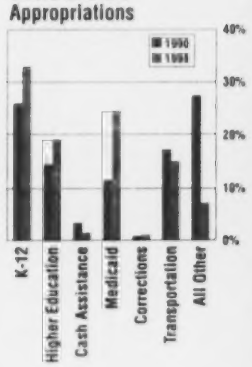
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	13	
Public 2-year	4	
Private 4-year	10	
Private 2-year	7	
Students Enrolled by Institution Type		
Public 4-year	57,507	76%
Public 2-year	6,664	9%
Private 4-year	9,780	13%
Private 2-year	1,552	2%
Students Enrolled by Level		
Undergraduate	75,503	86%
Graduate	11,015	13%
Professional	1,447	2%
Enrollment Status of Students		
Full-time	61,785	70%
Part-time	26,180	30%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	1,606	
Average Tuition		
Public 4-year institutions	$2,170	
Public 2-year institutions	$1,421	
Private 4-year institutions	$11,148	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$200	
% change, FY 1990–1999, in constant dollars		48%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

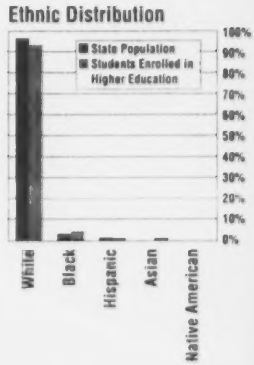


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	West Virginia	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	58%	52%
The price of college is out of reach in the state. **(Affordability)**	15%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	35%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	36%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	36%	38%
Employer Satisfaction:	**West Virginia**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



WISCONSIN

PREPARATION — A–

HIGH SCHOOL COMPLETION (20%)	Wisconsin	Top States
18- to 24-year-olds with a high school credential	91%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	55%	59%
9th to 12th graders taking at least one upper-level science course	37%	37%
8th grade students taking algebra	17%	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	32%	33%
in reading	33%	38%
in writing	28%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	192	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	80	158

PARTICIPATION — B

YOUNG ADULTS (60%)	Wisconsin	Top States
High school freshmen enrolling in college within 4 years in any state	46%	54%
18- to 24-year-olds enrolling in college	40%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.7%	4.7%

Change over Time: In Wisconsin from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 29% to 40%.

AFFORDABILITY — B+

FAMILY ABILITY TO PAY (50%)	Wisconsin	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	23%	17%
at public 4-year colleges/universities	18%	19%
at private 4-year colleges/universities	50%	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	58%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	16%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$3,268	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	Wisconsin	Top States
1st year community college students returning their 2nd year	45%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	54%	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Performance Gaps: For every 100 black students enrolled in college in Wisconsin, 13 receive a degree or certificate. In comparison, for every 100 white students enrolled, 17 receive a degree or certificate.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — B–

EDUCATIONAL ACHIEVEMENT (30%)	Wisconsin	Top States
Population aged 25 to 65 with bachelor's degree or higher	25%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	56%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	26%	28%
prose	25%	28%
document	19%	26%

Performance Gaps: This year, if all ethnic groups in Wisconsin had the same educational attainment and earnings as whites, total personal income in the state would be $951 million higher, and the state would realize an estimated $333 million in additional tax revenues.

LEARNING — I

State Context

	Wisconsin	State Rank
Population	5,250,446	18
Gross state product	$147,325,000,000	19

Note: Data are from 1998–99.

Leading Indicators

	Wisconsin	U.S.
Projected % change in population, 2000–2015	6.9%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–0.1%	9.5%
Projected budget surplus/shortfall by 2008	–1.5%	–3.8%
Average income of poorest 20% of population	$13,013	$10,005
Children in poverty (1995)	14.0%	21.0%
Percent of population with less than a high school diploma or equivalent	12.0%	16.0%
New economy index (1999)*	44.9	48.1

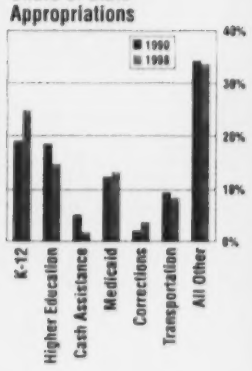
** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	13	
Public 2-year	19	
Private 4-year	32	
Private 2-year	2	
Students Enrolled by Institution Type		
Public 4-year	119,945	45%
Public 2-year	101,527	38%
Private 4-year	42,883	16%
Private 2-year	477	0%
Students Enrolled by Level		
Undergraduate	264,832	89%
Graduate	29,641	10%
Professional	3,775	1%
Enrollment Status of Students		
Full-time	183,487	62%
Part-time	114,761	38%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	490	
Average Tuition		
Public 4-year institutions	$2,960	
Public 2-year institutions	$2,059	
Private 4-year institutions	$12,905	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$11	
Per capita, FY 1999	$262	
% change, FY 1990–1999, in constant dollars		35%

Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Share of State Appropriations

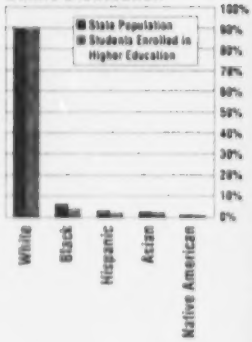


Public Satisfaction/Employer Satisfaction

Percent of State Residents Who Say:	Wisconsin	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	60%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	45%	52%
The price of college is out of reach in the state. **(Affordability)**	18%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	38%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	47%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	51%	38%
Employer Satisfaction:	**Wisconsin**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	47%	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Ethnic Distribution



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WYOMING

PREPARATION — C–

HIGH SCHOOL COMPLETION (20%)	Wyoming	Top States
18- to 24-year-olds with a high school credential	88%	93%
K–12 COURSE TAKING (40%)		
9th to 12th graders taking at least one upper-level math course	n/a	59%
9th to 12th graders taking at least one upper-level science course	n/a	37%
8th grade students taking algebra	n/a	28%
K–12 STUDENT ACHIEVEMENT (40%)		
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	22%	33%
in reading	29%	38%
in writing	23%	31%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	11%	19%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	150	192
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	19	158

PARTICIPATION — B–

YOUNG ADULTS (60%)	Wyoming	Top States
High school freshmen enrolling in college within 4 years in any state	41%	54%
18- to 24-year-olds enrolling in college	30%	42%
WORKING-AGE ADULTS (40%)		
25- to 44-year-olds enrolled part-time in some type of postsecondary education	3.9%	4.7%

Change over Time: In Wyoming from 1987 to 1998, the proportion of 18- to 24-year-olds enrolled in college increased from 21% to 30%.

AFFORDABILITY — C+

FAMILY ABILITY TO PAY (50%)	Wyoming	Top States
Percent of income needed to pay for college expenses minus financial aid:		
at community colleges	19%	17%
at public 4-year colleges/universities	22%	19%
at private 4-year colleges/universities	n/a	30%
STRATEGIES FOR AFFORDABILITY (40%)		
State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families	1%	106%
Share of income that poorest families need to pay for tuition at lowest priced colleges	12%	9%
RELIANCE ON LOANS (10%)		
Average loan amount that students borrow each year	$2,965	$3,094

Note: In the Affordability category, the lower the figures the better the performance for all indicators except for "State grant aid ... as a percent of federal Pell Grant aid."

COMPLETION — B

PERSISTENCE (20%)	Wyoming	Top States
1st year community college students returning their 2nd year	56%	64%
Freshmen at 4-year colleges/universities returning their sophomore year	n/a	84%
COMPLETION (80%)		
First-time, full-time students completing a bachelor's degree within 5 years	n/a	66%
Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students	17	20

Gaps in Data: Data are unavailable for Wyoming on the proportion of students returning to four-year colleges for their second year, because the sample size was too small. For the same reason, data are unavailable on how many college students complete a bachelor's degree within five years of enrolling.

What's graded, what's not? *The blue tables on these pages provide the state's raw scores for the 30 indicators that are used to calculate all grades. These pages also display contextual information—provided outside the blue-shaded tables—that is not graded but that is useful in understanding performance.*

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BENEFITS — C

EDUCATIONAL ACHIEVEMENT (30%)	Wyoming	Top States
Population aged 25 to 65 with bachelor's degree or higher	24%	34%
ECONOMIC BENEFITS (25%)		
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	6%	11%
CIVIC BENEFITS (25%)		
Eligible residents voting in 1996 and 1998 national elections	60%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	82%	93%
ADULT SKILL LEVELS (20%)		
Adults demonstrating high-level literacy skills:		
quantitative	n/a	28%
prose	n/a	28%
document	n/a	26%

Performance Gaps: This year, if all ethnic groups in Wyoming had the same educational attainment and earnings as whites, total personal income in the state would be $57 million higher, and the state would realize an estimated $20 million in additional tax revenues.

Gaps in Data: Data are unavailable for Wyoming on adult high-level literacy skills, because the state declined to participate in the national survey.

LEARNING — I

State Context

	Wyoming	State Rank
Population	479,602	50
Gross state product	$17,561,000,000	48

Note: Data are from 1998–99.

Leading Indicators

	Wyoming	U.S.
Projected % change in population, 2000–2015	22.1%	12.9%
Projected % change in number of all high school graduates, 1999–2010	–20.9%	9.5%
Projected budget surplus/shortfall by 2008	–10.6%	–3.8%
Average income of poorest 20% of population	$10,442	$10,005
Children in poverty (1995)	13.0%	21.0%
Percent of population with less than a high school diploma or equivalent	10.0%	16.0%
New economy index (1999)*	34.5	48.1

** This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.*
Note: Unless otherwise indicated, data are from 1998.

Facts and Figures

	Number/ Amount	Percent
Institutions of Postsecondary Education		
Public 4-year	1	
Public 2-year	7	
Private 4-year	0	
Private 2-year	1	
Students Enrolled by Institution Type		
Public 4-year	8,567	31%
Public 2-year	18,381	66%
Private 4-year	0	0%
Private 2-year	805	3%
Students Enrolled by Level		
Undergraduate	27,753	92%
Graduate	2,207	7%
Professional	320	1%
Enrollment Status of Students		
Full-time	17,024	56%
Part-time	13,256	44%
Net Migration of Students		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse. (1996)	12	
Average Tuition		
Public 4-year institutions	$2,326	
Public 2-year institutions	$1,154	
Private 4-year institutions	n/a	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 1999	$14	
Per capita, FY 1999	$321	
% change, FY 1990–1999, in constant dollars		20%

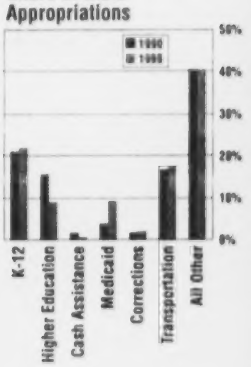
Notes: Unless otherwise indicated, data are from 1997–98. Percentages might not add to 100 due to rounding.

Public Satisfaction/Employer Satisfaction

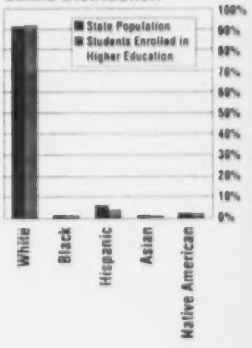
Percent of State Residents Who Say:	Wyoming	U.S.
The state's public high schools do an excellent or good job preparing students for college. **(Preparation)**	48%	43%
There are many qualified people who don't have the opportunity to go to college in the state. **(Participation)**	47%	52%
The price of college is out of reach in the state. **(Affordability)**	13%	24%
Too many college students in the state are dropping out or taking too long to finish. **(Completion)**	25%	34%
Colleges contribute a lot to making their part of the state a better place to live and work. **(Benefits)**	39%	40%
A typical college graduate from the state has high levels of skills and knowledge. **(Learning)**	41%	38%
Employer Satisfaction:	**Wyoming**	**U.S.**
Percent of employers who are satisfied with how colleges and universities in their state are preparing students for work. **(Benefits)**	n/a	46%

The public satisfaction survey was conducted by Public Agenda in 2000. The employer survey was conducted by the Census Bureau in 1997. Margin of error for public satisfaction survey: state samples, +/–7%; national sample, +/–3%. Margin of error for employer satisfaction survey: +/–6%.

Share of State Appropriations



Ethnic Distribution



STATES TO WATCH (TROMBLEY)
PHOTOS & PULL QUOTES

STATES TO WATCH (TROMBLEY)
PHOTOS & PULL QUOTES

STATES TO WATCH (TROMBLEY)
PHOTOS & PULL QUOTES

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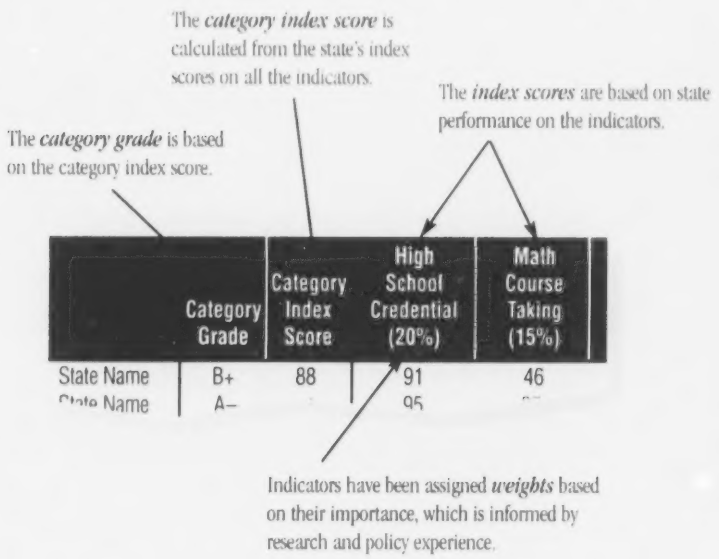
STATE COMPARISONS: INDEX SCORES — PREPARATION

	Category Grade	Category Index Score	High School Credential (20%)	Math Course Taking (15%)	Science Course Taking (15%)	Algebra in 8th Grade (10%)	Math Proficiency (5%)	Reading Proficiency (5%)	Writing Proficiency (5%)	Math Proficiency among Low-Income (5%)	College Entrance Exams (10%)	Advanced Placement Exams (10%)
Alabama	F	56	91	46	51	43	37	55	55	11	66	30
Alaska	A–	90	95	*87*	*87*	*87*	92	*87*	*87*	*87*	95	61
Arizona	D+	67	83	*65*	*65*	*65*	54	74	68	42	64	42
Arkansas	D	64	91	78	73	29	40	61	42	*62*	62	21
California	C–	70	87	61	54	75	52	58	65	26	64	91
Colorado	B	86	92	*84*	*84*	*84*	78	79	87	58	**106**	62
Connecticut	A	97	**99**	83	89	**100**	94	**111**	**142**	47	91	**100**
Delaware	C+	77	96	66	68	89	58	66	71	32	68	79
Florida	C	74	90	*72*	*72*	*72*	52	61	61	32	74	76
Georgia	D+	68	91	*66*	*66*	*66*	49	66	74	16	54	55
Hawaii	C	73	**99**	*71*	*71*	*71*	49	50	48	37	66	67
Idaho	D+	68	92	69	43	68	*66*	*66*	*66*	*66*	79	29
Illinois	A	93	93	*90*	*90*	*90*	*90*	*90*	*90*	*90*	**108**	66
Indiana	C–	70	96	76	84	29	74	*68*	*68*	42	64	29
Iowa	B	84	95	76	**95**	*81*	**97**	*81*	*81*	*81*	92	24
Kansas	B	83	98	*80*	*80*	*80*	*80*	92	*80*	*80*	**98**	21
Kentucky	C	74	91	85	**92**	61	48	76	68	21	67	31
Louisiana	F	56	88	73	57	36	23	47	39	16	61	17
Maine	B+	88	**99**	*86*	*86*	*86*	96	**111**	**103**	**95**	63	50
Maryland	B+	88	**101**	*85*	*85*	*85*	75	82	74	32	80	**98**
Massachusetts	A	99	97	**100**	**100**	**118**	85	**95**	**100**	37	94	97
Michigan	B	85	98	75	78	**96**	87	*83*	*83*	*83*	91	47
Minnesota	C+	78	97	64	62	43	**106**	**97**	81	**105**	**98**	40
Mississippi	D	66	89	83	**111**	46	22	50	35	11	46	17
Missouri	C+	77	97	83	84	68	66	76	55	47	91	26
Montana	B	86	98	*83*	*83*	*83*	**100**	**100**	81	*83*	90	30
Nebraska	A–	90	98	**103**	89	*88*	95	*88*	*88*	**100**	**98**	20
Nevada	D+	67	83	54	68	61	*65*	63	65	*65*	68	42
New Hampshire	B	86	96	*84*	*84*	*84*	*84*	*84*	*84*	*84*	82	61
New Jersey	A	97	**99**	*94*	*94*	*94*	*94*	*94*	*94*	*94*	85	94
New Mexico	D–	62	84	58	57	64	44	63	58	37	66	29
New York	B	83	91	73	76	50	68	89	68	*80*	90	**104**
North Carolina	B	84	92	**100**	84	**96**	62	82	87	32	56	72
North Dakota	B	83	**102**	**86**	86	46	**102**	*81*	*81*	**116**	89	18
Ohio	C+	79	96	80	65	68	*77*	*77*	*77*	*77*	96	43
Oklahoma	D+	69	93	73	68	29	*67*	76	81	*67*	69	27
Oregon	C–	71	81	68	54	79	81	87	87	63	73	32
Pennsylvania	C+	78	94	*76*	*76*	*75*	*75*	*75*	*75*	*75*	65	48
Rhode Island	C	76	92	*74*	*74*	*74*	63	79	81	42	68	58
South Carolina	C–	70	94	*68*	*68*	*68*	42	58	48	*68*	46	67
South Dakota	C	76	98	76	92	43	*73*	*73*	*73*	*73*	72	24
Tennessee	C–	71	93	*69*	*69*	*69*	46	68	77	26	77	42
Texas	C	74	87	78	70	*72*	64	74	**100**	32	65	55
Utah	A	**100**	98	85	81	**193**	75	82	68	**89**	77	**100**
Vermont	B–	80	**100**	71	78	71	84	*78*	*78*	*78*	75	51
Virginia	B	84	93	*82*	*82*	*82*	65	87	87	26	70	**103**
Washington	C+	79	94	*77*	*77*	*77*	81	84	81	63	82	35
West Virginia	D+	68	96	71	70	68	42	71	58	32	59	23
Wisconsin	A–	90	97	**93**	**100**	61	**98**	87	**90**	*88*	**100**	51
Wyoming	C–	72	95	*70*	*70*	*70*	66	76	74	58	78	12

Notes: Bold numbers refer to best-performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category.
For information about sources and grading, see page 185.

How to Read These Tables

The tables on these pages display index scores for all indicators on which grades are based.


The *category index score* is calculated from the state's index scores on all the indicators.
The *index scores* are based on state performance on the indicators.
The *category grade* is based on the category index score.
Category Grade
Category Index Score
High School Credential (20%)
Math Course Taking (15%)
State Name
B+
88
91
46
State Name
A–
95
Indicators have been assigned *weights* based on their importance, which is informed by research and policy experience.

Indexing. Indexing is a statistical method that allows for accurate comparisons of different measures. In *Measuring Up 2000*, all indicator results have been converted to an indexed scale of 0 to 100, with the third-best state (median of the top five) scoring 100 and with the top two states scoring above 100. This establishes a high, but achievable standard of performance.

Grading Scale

A	93 and above	B–	80–82	D+	67–69
A–	90–92	C+	77–79	D	63–66
B+	87–89	C	73–76	D–	60–62
B	83–86	C–	70–72	F	Below 60

STATE COMPARISONS: INDEX SCORES — PARTICIPATION

	Category Grade	Category Index Score	High School to College Rate (40%)	Young Adult Enrollment (20%)	Working-Age Adult Enrollment (40%)
Alabama	C+	77	64	79	84
Alaska	D+	69	48	74	83
Arizona	C	75	52	65	**99**
Arkansas	D–	60	71	62	45
California	B+	88	80	90	90
Colorado	B–	80	70	70	91
Connecticut	B+	88	81	**100**	84
Delaware	A	**100**	81	63	**133**
Florida	D+	67	54	71	73
Georgia	F	52	57	63	38
Hawaii	B–	81	86	88	69
Idaho	D	64	68	64	56
Illinois	A	95	90	84	**100**
Indiana	C–	70	75	80	56
Iowa	B	83	**101**	81	63
Kansas	A	94	86	92	**99**
Kentucky	D	63	67	74	51
Louisiana	F	59	58	77	47
Maine	C+	77	72	84	75
Maryland	A	93	79	**100**	97
Massachusetts	A–	92	**99**	90	81
Michigan	B+	88	75	**96**	93
Minnesota	B–	80	85	86	68
Mississippi	D–	62	67	77	46
Missouri	C–	72	66	71	74
Montana	D+	67	85	85	37
Nebraska	A	94	**95**	**95**	88
Nevada	D+	67	47	48	93
New Hampshire	C+	79	79	89	70
New Jersey	B+	87	**100**	94	65
New Mexico	B–	81	65	59	**103**
New York	B–	80	81	85	72
North Carolina	D	66	62	76	62
North Dakota	B	85	**117**	**104**	39
Ohio	C–	72	71	81	64
Oklahoma	C	75	64	78	79
Oregon	D	64	65	62	62
Pennsylvania	C	74	80	88	58
Rhode Island	A	93	86	88	98
South Carolina	D–	61	59	72	53
South Dakota	C	73	83	88	52
Tennessee	D–	60	63	66	52
Texas	D	66	58	72	67
Utah	C	76	74	79	73
Vermont	C–	72	78	72	62
Virginia	B–	82	76	81	83
Washington	C–	72	78	76	62
West Virginia	D+	67	70	85	51
Wisconsin	B	86	86	95	78
Wyoming	B–	80	76	73	83

Notes: Bold numbers refer to best-performing states. For information about sources and grading, see page 185.

STATE COMPARISONS: INDEX SCORES — AFFORDABILITY

	Category Grade	Category Index Score	Family Ability to Pay (50%)			Need-Based Financial Aid (20%)	Low-Priced Colleges (20%)	Low Student Debt (10%)
			At Community Colleges*	At Public 4-Year Colleges*	At Private 4-Year Colleges*			
Alabama	D	65	77	77	65	1	47	88
Alaska	C	75	82	88	**100**	0	61	90
Arizona	C–	71	72	72	62	2	**93**	77
Arkansas	C+	77	85	80	67	20	73	92
California	A	**100**	66	62	42	35	**215**	71
Colorado	B–	81	81	87	53	45	65	81
Connecticut	C	73	78	70	44	76	56	72
Delaware	C–	70	84	69	**74**	14	71	76
Florida	D	64	72	73	46	9	63	81
Georgia	D+	68	75	81	54	0	73	80
Hawaii	C–	71	77	70	60	2	87	86
Idaho	B–	80	89	89	57	2	78	**100**
Illinois	A	95	83	80	58	**116**	72	74
Indiana	C+	79	73	75	57	73	47	92
Iowa	B	85	87	**100**	62	57	54	91
Kansas	B	86	**102**	**99**	71	16	71	91
Kentucky	B	83	**100**	91	70	31	63	93
Louisiana	C–	70	**95**	82	39	1	68	85
Maine	F	54	51	65	35	27	33	86
Maryland	D	66	65	69	50	37	50	75
Massachusetts	D	63	80	71	38	68	44	66
Michigan	C	75	73	68	**73**	47	59	93
Minnesota	A	94	91	**97**	59	**103**	44	**98**
Mississippi	C+	79	**112**	78	64	1	69	96
Missouri	D+	69	75	81	60	14	68	79
Montana	D–	61	73	70	62	1	42	97
Nebraska	C+	77	86	91	65	10	69	88
Nevada	B	83	73	84	71	31	**89**	89
New Hampshire	F	50	64	64	50	8	29	76
New Jersey	B	83	75	67	54	**100**	50	86
New Mexico	B	84	91	72	46	26	**100**	91
New York	D–	60	48	54	36	**87**	26	71
North Carolina	A	96	80	94	54	25	**149**	85
North Dakota	C	74	79	85	**102**	8	49	**106**
Ohio	D–	62	65	65	52	36	37	86
Oklahoma	B–	81	**95**	94	65	17	65	92
Oregon	D–	61	64	64	43	22	53	81
Pennsylvania	C	74	72	65	47	**93**	46	79
Rhode Island	F	49	64	52	35	18	44	76
South Carolina	C	73	77	72	63	22	73	87
South Dakota	D+	67	0	88	60	0	34	**99**
Tennessee	C	73	88	84	53	15	66	86
Texas	C	76	83	77	54	12	86	85
Utah	A	98	85	**114**	**151**	3	82	91
Vermont	D–	61	66	49	41	78	35	74
Virginia	C	76	85	73	62	39	68	80
Washington	B–	81	83	85	50	56	59	84
West Virginia	D	63	72	67	48	21	44	94
Wisconsin	B+	87	75	**107**	61	54	52	95
Wyoming	C+	79	89	86	0	1	72	**104**

* Weights within the Family Ability to Pay indicators are based on enrollment by type of institution. The zero scores for South Dakota on Family Ability to Pay at Community Colleges and for Wyoming on Family Ability to Pay at Private 4-Year Colleges are weighted at zero, and as a result do not affect the state's overall grade for affordability.

Notes: Bold numbers refer to best-performing states. For information about sources and grading, see page 185.

STATE COMPARISONS: INDEX SCORES — COMPLETION

	Category Grade	Category Index Score	Students Returning at 2-Year Colleges (10%)	Students Returning at 4-Year Colleges (10%)	Bachelor's Degree Completion (30%)	All Degree Completion (50%)
Alabama	B–	81	69	86	69	89
Alaska	F	55	*55*	*55*	*55*	55
Arizona	C–	70	70	88	66	70
Arkansas	D+	67	84	80	49	73
California	C	73	75	**99**	80	63
Colorado	C	75	66	89	73	75
Connecticut	B+	89	**96**	**100**	**100**	79
Delaware	B	85	63	98	**101**	77
Florida	B+	88	95	96	79	91
Georgia	B–	80	83	89	69	85
Hawaii	C	73	62	91	63	77
Idaho	C	73	*73*	74	44	91
Illinois	C+	79	82	93	84	73
Indiana	B–	82	84	92	74	85
Iowa	A–	92	76	98	87	**96**
Kansas	B	83	84	84	70	91
Kentucky	C–	70	88	83	56	72
Louisiana	C	74	*74*	83	43	91
Maine	B+	88	**101**	91	91	84
Maryland	B–	80	86	**99**	88	71
Massachusetts	A–	92	88	**99**	**99**	88
Michigan	C+	77	77	92	78	74
Minnesota	B+	89	89	96	76	95
Mississippi	C+	77	91	89	67	77
Missouri	B–	80	85	89	70	83
Montana	C	73	*73*	83	57	80
Nebraska	C	75	*75*	89	65	77
Nevada	F	56	77	88	58	45
New Hampshire	A	**101**	**100**	95	98	**104**
New Jersey	B–	80	90	**100**	87	70
New Mexico	D–	61	80	82	45	62
New York	A–	90	**97**	93	80	94
North Carolina	B+	89	81	95	84	92
North Dakota	B	86	*86*	88	61	**100**
Ohio	B	83	92	91	81	81
Oklahoma	C–	70	70	83	60	73
Oregon	C	74	67	93	78	69
Pennsylvania	A	99	**106**	98	94	**101**
Rhode Island	A	98	*98*	95	**100**	**97**
South Carolina	B	84	82	91	79	86
South Dakota	B–	81	*81*	82	62	91
Tennessee	C	73	84	89	69	71
Texas	D+	68	64	87	65	67
Utah	D+	68	61	79	44	82
Vermont	A	96	*96*	94	**103**	91
Virginia	B	84	85	97	90	77
Washington	B–	82	60	**100**	76	87
West Virginia	C	76	65	87	67	83
Wisconsin	B	84	70	96	82	86
Wyoming	B	83	86	*83*	*83*	83

Notes: Bold numbers refer to best-performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category. For information about sources and grading, see page 185.

STATE COMPARISONS: INDEX SCORES — BENEFITS

	Category Grade	Category Index Score	Adults with Bachelor's Degree or Higher (30%)	Increased Income from Education (25%)	Population Voting (12.5%)	Charitable Contributions (12.5%)	Quantitative Literacy (6.7%)	Prose Literacy (6.7%)	Document Literacy (6.6%)
Alabama	C	75	62	71	89	99	*75*	*75*	*75*
Alaska	B	86	81	86	94	90	*86*	*86*	*86*
Arizona	B–	80	74	85	67	96	81	84	80
Arkansas	D–	62	54	59	78	93	57	46	45
California	B+	88	86	**98**	74	96	86	87	**82**
Colorado	A	105	**103**	80	92	94	**171**	**164**	**138**
Connecticut	A	94	**99**	90	86	**100**	*94*	*94*	*94*
Delaware	A	93	78	93	76	99	**129**	**125**	**119**
Florida	C–	70	72	56	74	94	75	65	62
Georgia	C	73	77	77	72	97	48	47	41
Hawaii	C+	77	77	66	76	97	*77*	*77*	*77*
Idaho	C	74	63	60	87	90	87	**100**	**87**
Illinois	B–	82	83	75	83	97	84	80	76
Indiana	C	73	64	67	79	92	81	79	76
Iowa	C+	77	74	54	93	95	**98**	84	80
Kansas	B	84	90	86	85	95	76	64	60
Kentucky	D	66	58	54	81	94	*66*	*66*	*66*
Louisiana	D+	67	58	64	83	96	64	56	49
Maine	C	73	69	56	**96**	94	*73*	*73*	*73*
Maryland	A	**110**	**109**	**130**	84	99	*110*	*110*	*110*
Massachusetts	A–	90	**100**	87	85	**100**	70	79	77
Michigan	B	85	72	**100**	89	98	87	73	60
Minnesota	A	93	92	81	**109**	99	*93*	*93*	*93*
Mississippi	C	75	69	68	79	96	*75*	*75*	*75*
Missouri	C	76	83	70	89	93	64	56	44
Montana	B	85	81	78	**100**	91	*85*	*85*	*85*
Nebraska	B–	80	83	62	88	98	*80*	*80*	*80*
Nevada	C–	70	61	71	67	93	78	70	61
New Hampshire	B–	81	88	63	84	94	*81*	*81*	*81*
New Jersey	A	93	**98**	**102**	75	**101**	81	77	77
New Mexico	C	76	67	76	83	90	*76*	*76*	*76*
New York	B	83	91	83	77	**102**	67	64	58
North Carolina	D+	67	68	72	77	96	38	40	34
North Dakota	C+	77	78	56	**102**	94	*77*	*77*	*77*
Ohio	C	76	67	74	86	91	81	77	76
Oklahoma	C–	72	65	68	82	98	71	68	53
Oregon	C+	78	71	77	90	90	*78*	*78*	*78*
Pennsylvania	B–	81	77	87	78	98	83	68	70
Rhode Island	A	93	89	**96**	90	**100**	*93*	*93*	*93*
South Carolina	B–	81	72	82	84	97	*81*	*81*	*81*
South Dakota	C–	72	71	50	95	93	*72*	*72*	*72*
Tennessee	D+	68	63	68	74	95	60	50	52
Texas	C	75	74	81	66	92	66	65	60
Utah	B–	82	82	76	77	98	*82*	*82*	*82*
Vermont	B–	82	89	64	92	89	*82*	*82*	*82*
Virginia	B+	88	93	88	72	97	*88*	*88*	*88*
Washington	B+	89	88	84	88	93	**100**	**95**	**100**
West Virginia	F	59	52	65	71	88	45	35	31
Wisconsin	B–	80	73	70	93	95	**93**	**90**	72
Wyoming	C	73	71	56	**100**	88	*73*	*73*	*73*

Notes: Bold numbers refer to best-performing states. Italicized numbers mean that the state is missing data; the italicized value is based on an average of the state's other scores in the category.
For information about sources and grading, see page 185.

FROM IDEA TO FRUITION: A STATE REPORT CARD FOR HIGHER EDUCATION

By David Breneman

EARLY IN THE LIFE of the National Center for Public Policy and Higher Education, President Patrick M. Callan and Vice President Joni E. Finney organized several meetings across the country to solicit ideas regarding the agenda for their new organization. Several months later I was asked to review the minutes of those sessions and select those ideas that seemed most promising. The publication of a state report card had been suggested at one of the national meetings, and I argued that this was the most compelling concept that had emerged. After further review, Pat and Joni asked me to chair a small feasibility committee to see whether such a document could be produced. Thus began our serious study of the topic.

David Breneman is Dean of the Curry School of Education at the University of Virginia. He is Chair of the National Advisory Panel for the Report Card.

The Report Card Feasibility Study Panel (Emerson Elliott, Margaret Miller, Richard Wagner, and myself) met for the first time with staff in July 1998 at the Boar's Head Inn in Charlottesville, Virginia. Together, we made several decisions: to focus on opportunity and achievement, to limit our initial effort to undergraduate education, to concentrate on performance, and to make the states the units of analysis. We blocked out the six broad categories under which the indicators are compiled and helped to suggest the indicators themselves, as well as the types and sources of data that might be available. We realized that any data we would use would have to be available in comparable format for each of the 50 states; in other words, national data alone would not work. As noted elsewhere in this report, finding sufficient and reliable state-level data was one of the major challenges, and in those early meetings we were far from certain that enough would be available to allow us to prepare a report card. The volume that you hold in your hand suggests that we were indeed successful in that effort.

We also talked about the unique features of higher education that make state comparisons difficult. For example, states differ in the scope and scale of their private and community college sectors, and these clearly make a difference. Furthermore, higher education is not compulsory, and there is substantial movement of students across state lines. We worried about giving credit to states that import substantial numbers of students, as well as penalizing those that export students. Could fair comparisons be made in these cases? We began to realize why no other organization had tried to prepare a higher education report card.

As work progressed, however, we began to see solutions for most of the problems we had anticipated, and we had a growing sense that this project could be done well and responsibly. Our confidence prompted the committee to recommend to the National Center's Board of Directors in April 1999 that the effort be undertaken. We proposed that the National Center—as an independent organization free from special-interest constituencies and whose mission focuses on the improvement of public policies on higher education—was the organization best poised to successfully complete the project. After much thoughtful discussion, the board approved the further development of the report card.

Our feasibility committee was then broadened with the appointment of several expert members to a National Advisory Panel for the Report Card, which helped the National Center immensely during the long, hard days of data development and analysis. The advisory panel met twice as a full group, in December 1999 and in April 2000, reviewing and commenting critically on each of the indicators. We formed several ad hoc

"The report is released not as a plea for additional funding, but rather as an incentive for careful, objective inquiry into the opportunities made available to the residents of each state."

subcommittees to examine particular issues; for example, one subcommittee worked on the issue of indicator weights, testing sensitivity and related matters. Another helped to test the indicators for unintended or undesirable incentives that we might unwittingly be putting forward to the states; for example, would we unintentionally be rewarding states that had a large number of high school dropouts? (The answer: no.) As chair of the advisory panel, I thank the members for their thoughtful and devoted efforts to help make this the best report possible. Many others also helped in numerous ways to answer questions and to test results, and their contributions are cited elsewhere.

Finally, in May 2000, we presented the Board of Directors with a solid recommendation that the first report card be completed and published, and after thorough discussion, the board approved. All of us who have been involved in this effort from the beginning are delighted to see the final product. We look forward to extensive and thoughtful discussions with educators and state policymakers regarding the implications of this report and the changes that states might make in order to improve their performance.

A final word on what we hope will follow from this publication. Several of us see *Measuring Up 2000* as a method of drawing attention to the increasingly important role played by higher education in the economy and to the central importance of state policy in determining the access and opportunity provided to state residents. The report is released not as a plea for additional funding, but rather as an incentive for careful, objective inquiry into the opportunities made available to the residents of each state. We worry that higher education has not received careful policy review in recent years, and we hope that this report will encourage thoughtful discussion about higher education in each state.

This project is grounded in the belief that K–12 and higher education are part of a single system, heavily influenced by state policies, and that both systems must work together if Americans are to benefit from wise investment in human potential. All those involved have labored long and hard, and we eagerly await the response of those who read it, think carefully about its implications, and take steps to improve higher education.

"Several of us see *Measuring Up 2000* as a method of drawing attention to the increasingly important role played by higher education in the economy and to the central importance of state policy in determining the access and opportunity provided to state residents."

GRADING STUDENT LEARNING: BETTER LUCK NEXT TIME

By Peter Ewell

IMAGINE RECEIVING a report card that contained letter grades for your child's conduct and preparation for school but nothing about performance in English or math. Policymakers and the public will face a similar situation in this inaugural issue of *Measuring Up*. The National Center's decision to award all states an Incomplete in the area of student learning is wise for many reasons. But including this "subject" in the first place highlights a significant gap in our ability as a nation to say something meaningful about what or how much our students learn in college.

Why Fifty Incompletes?

The decision not to award a letter grade in student learning is the right one because there are no common benchmarks that would allow meaningful state-to-state comparisons. This is not to say that individual states know nothing about student learning at higher levels within their own borders. Nor does it mean that there has been no interest in academic achievement at the national level.

Dennis Brack/Black Star

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Since about the mid-1980s, states have been seriously concerned about examining what students learn in college. But how the states act on this concern varies substantially. Most approach the task indirectly by asking each public college and university to administer a locally designed or locally chosen assessment and to report on what they find. Often this is done in loose partnership with regional accrediting bodies, all of which require colleges and universities to undertake some kind of student assessment.

Fewer than ten states administer a common test to large numbers of college students—and these states do so for different reasons. Some, like Florida (and to some extent, Texas and South Dakota), want to ensure that all students have the necessary knowledge and skills to progress through the system. Others, like Tennessee (and to some extent Missouri and Wisconsin), want to collect data in order to take stock of—and sometimes to reward—institutional performance. Still others examine students in only one area of study (for example, Georgia, in writing) or test students in one postsecondary sector (for example, community and technical colleges in West Virginia or state universities in California).

Such variations in scope and purpose mean that states employ very different methods when they assess college students, if they do so at all. And because states can mandate testing only in the public colleges and universities that they operate, they have no authority to assess students enrolled at private institutions. This range of variation doesn't mean that the states are doing nothing—though some are, in truth, doing nothing—but that the many different things they may be doing cannot be aggregated or compared.

We have seen periodic national interest in establishing common benchmarks for collegiate learning. The National Education Goals, which were proposed in 1990, included a provision that graduates of U.S. colleges in 2000 "will have increased markedly in their ability to think critically, communicate effectively, and solve problems." A four-year effort to design a national assessment system to measure these outcomes produced many good ideas and even a few workable prototypes. But consensus was hard to achieve about how and whether to proceed with what would have been an expensive and controversial enterprise, and the U.S. Department of Education proposal to undertake the project was never funded.

A few existing data sources provide some basis for estimating collegiate proficiency. For example, the National Adult Literacy Survey (NALS) conducted in 1992 can be used to estimate some higher-level literacy skills for college graduates. Aggregated results of the 1992 NALS, in fact, are included in the Educational Benefits grade in *Measuring Up 2000*. Also, large numbers of college students take statewide or nationwide examinations (professional licensure and professional school admissions tests, tests for aspiring K–12 teachers, and graduate school admissions exams). None of these, of course, were designed as national benchmarking tools, and the students who take them are neither broadly representative nor comparable across states. But this has not

stopped some commentators from trying—with appropriate caveats—to make sense of them.

An Incomplete grade for all states is thus entirely appropriate, given the information we have. Some states are doing some things, and much of the "homework" needed to provide a national benchmark has already been completed. A prominent, but inadequate, grade might spur further action.

Why Is This Hard?

National data on academic achievement have been available for K–12 students for many years through assessments like the National Assessment of Educational Progress (NAEP), and most states use standardized achievement tests to examine primary and secondary school students, either for benchmarking purposes or to certify progress. Why haven't we done the same for "grade 16"? There are at least four reasons.

First, there is relatively little consensus about what the core outcomes of a college education ought to be. Institutions of higher education differ by design in both clientele and mission, and policymakers are aware of and largely support such differences. True, all colleges and universities offer "general education" courses, which are supposed to be teaching similar skills and knowledge. But except for having acquired communications skills and a basic set of quantitative abilities, graduates in different majors at different institutions arguably *ought* to look different. Coming to an agreement about performance standards for core generic abilities like "critical thinking" and "problem-solving" is thus a formidable task for both educators and policymakers.

Second, performance on any college-level exit assessment depends a lot on the abilities that students had when they arrived on campus. This means that "outcomes measures" for many institutions say more about how selective their admissions policy is than about what students learn while attending them. Admittedly, this difficulty is less troublesome when we look at *state*-level outcomes. But in most states, debates about whether to assess college students' achievement have focused on measuring *institution*-level performance—sometimes for high-stakes purposes like performance funding. As might be expected, many colleges and universities have little interest in going down that path.

A third challenge is how to create assessment instruments that can measure the abilities that constitute successful performance for college graduates. Educators and employers agree that the requisite abilities are too complex to be measured by multiple-choice tests. An appropriate assessment would require students to write extensively, solve open-ended problems, and perform real-life tasks. We now know a lot about how to create these kinds of tests, but commercial test-makers have been understandably reluctant to do so until there is a demand for them—and the first two difficulties have up to now restricted demand. As a result, the inventory of standardized tests designed for large-scale assessments of the outcomes of higher education is quite limited. Perhaps more strikingly in the light of a burgeoning "assessment movement" in higher education, most of these tests are over ten years old. This means that adequate assessments need to be created largely from scratch, at considerable expense, and no state has yet been willing to foot the bill.

Finally, the few states that have statewide testing programs find it hard to create conditions under which students will do their best. This problem has also been encountered in K–12, but a more generalized culture of student compliance tends to mitigate its effects. Motivating young adults and older returning students to show up for an examination that does not affect their coursework—let alone motivating them to try hard when they do—is not an easy task.

What Might Be Done?

Taken together, these obstacles have proven formidable enough to deter most states from directly assessing student learning. Even if these obstacles were overcome, there are few incentives for states to cooperate in creating assessments that would allow meaningful state-to-state comparisons.

"The decision not to award a letter grade in student learning is the right one because there are no common benchmarks that would allow meaningful state-to-state comparisons."

One thing *not* to do is to reward states for doing mindless testing using old and inadequate instruments. States have good reasons for choosing different paths in assessing student learning, and their testing programs have quite different goals. Moreover, states are unlikely (and largely unable) to enforce any assessment requirement that would involve testing students who attend private institutions—a substantial portion of the enrollment in some states.

Experience drawn from the widespread practice of standardized exit testing in K–12 suggests that there are serious side effects to an ill-considered common-testing approach: restricted access, "dumbed down" curricula, and teaching to the test. For these good reasons (and some bad ones as well), colleges and universities strongly resist proposals for exit testing. When public institutions are simply avoiding responsibility, states need to take firm and direct action. (Indeed, the next edition of *Measuring Up* might examine how well states are doing in this matter.) But the inescapable conclusion is that national benchmarks for student learning are not going to result from state-level efforts any time soon.

National initiatives appear both more appropriate and more promising. For example, if all goes well, a new National Assessment of Adult Literacy will be administered in 2002. A proposal is now on the table to administer the survey to

samples of college sophomores and seniors in addition to the general population, and the tasks used to assess these students will reflect authentic college-level abilities. This assessment is likely to yield valid results for selected states, and these can provide a starting point for an analysis of student learning. Collecting data through a national initiative will also prevent inappropriate comparisons among different kinds of institutions, because the small sample sizes preclude the compilation of institution-level results. Comparing *states*, on the other hand, appears both feasible and justifiable, because every state ought to have an appropriate mix of institutions within its borders. If all goes well, the results will be available for a future edition of *Measuring Up*.

"National data on academic achievement have been available for K–12 students for many years.... Why haven't we done the same for 'grade 16'?"

Meanwhile, we must resume work on a responsible national assessment initiative for higher education. We know a lot more now than we did in the early 1990s about how to create task-based assessments that reflect the complexity of college-level work, and we can use new technologies to create highly interactive and challenging assessments. More than ever, such an assessment initiative is more a matter of political will rather than technical ability.

But a national assessment would solve only half our problem. To make real progress, institutions and faculty must reassert responsibility for the integrity of the degrees that they award. In our diverse system of higher education, we will always rely on local assessments to certify student learning. But we can attain greater uniformity in local standards by establishing clear benchmarks for achievement in key subject areas and by periodically examining typical examples of student work. This is what other countries do routinely, through national qualifications exams and external examiners.

National benchmarks and aligned local standards of achievement in core competencies are within our reach and can play an important role in improving performance. If we want to, we can make progress on both in time for the next edition of *Measuring Up*.

CIVIC ENGAGEMENT

By Thomas Ehrlich

EDUCATIONAL ATTAINMENT is a powerful predictor of civic engagement. The more education people have, the more likely it is that they will participate in civic affairs. This has been a widespread belief among political scientists since at least the end of World War II. In 1995 three distinguished professors of political science, Sidney Verba, Kay Lehman Schlozman and Henry E. Brady, provided convincing empirical evidence for this belief in their book *Voice and Equality: Civic Voluntarism in American Politics*. They surveyed some 15,000 individuals and conducted 2,500 personal interviews as the basis for their analyses of which Americans become active in civic affairs and how they do so.

The authors were concerned with civic involvement generally, but they focused especially on political engagement. For America, politics is a crucially important dimension of civic life. Our democracy depends on an informed and engaged citizenry, one that acquires the knowledge and skills needed to become politically involved and then participates actively. *Voice and Equality* analyzed nine types of political activity: voting, campaign work, campaign contributions, contacting an official, protests, informal community work, membership on a local board, affiliation with a political organization, and contribution to a political cause. One could debate the presence or absence of one or more categories on this list, but in sum they reflect the range of activities that make our democracy work.

Unfortunately, the "civic returns" category in *Measuring Up 2000* includes information on only one of those political activities, voting, because state-by-state data on the other activities are not available. Voting is essential to representative democracy. But unless voting is accompanied by the other political activities, it reduces citizenship to a superficial and relatively passive activity. We can hope that a broader range of political and civic activities will be sampled in subsequent editions of *Measuring Up*. In particular, we can hope that the connections between higher education and civic engagement will become clearer on a state-by-state comparative basis. This will require gathering much more information than is now available.

In the interim, it is well past time to have a sustained national dialogue about the public purposes of higher education. Education for civic responsibility is not the only public purpose that should be promoted, but it is an especially important one these days because the current data on civic life in this country are devastating, particularly the data tracking the decline in political participation by young people. We need extended public discussions about the roles and responsibilities of higher education in helping to reverse these dangerous trends. *Measuring Up 2000* should be a sharp prod to provoke those discussions.

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Given the compelling evidence presented in *Voice and Equality* and other studies that education enhances civic participation in general, and political participation in particular, we might expect that political participation would have steadily increased over the past decades, as Americans became increasingly better educated. On any scale, the expansion of higher education in the United States has been remarkable. Starting with the GI Bill at the end of World War II, increasing numbers of students have gone from high school straight to college, and expanding numbers have chosen college later in life. Today about 3,800 colleges and universities serve some 14.3 million students across the country.

In the face of this boom in higher education, it is all the more disturbing that civic participation is actually declining—not expanding—in America, and that political participation is falling off precipitously. The most recent addition to a lengthy series of studies to confirm this grim reality is also the most extensive, *Bowling Alone*, by Professor Robert Putnam of Harvard. Putnam chronicles a pattern of declining civic participation in America and concludes that

this trend has accelerated since 1985. Using data from Roper surveys, he examines 12 civic activities, similar to those considered in *Voice and Equality*. Across the 12, participation declined by an average of 10% between 1973–74 and 1983–84, and by 24% between 1983–84 and 1993–94. Putnam also reports that the share of the American public totally uninvolved in any of the 12 civic activities rose by nearly one-third over those 20 years.

In absolute terms, Putnam found that the declines were greatest among the better educated. Among those who had attended college, participation in public meetings fell from 34% to 18%. Because the less educated were less involved to begin with, their participation dropped even lower, from 20% to 8% among those who had a high school education, and from 7% to 3% among those who had not attended high school. Thus despite the rapid rise in educational attainment, Americans have steadily become less and less likely to participate in civic affairs.

This is bad news. But the most disturbing trend of all is that each succeeding generation shows less interest and involvement in political activities. Political disaffection is especially pronounced among young adults. Younger Americans vote less often than their elders do, show lower levels of social trust and have less knowledge of politics.

"In the face of this boom in higher education, it is all the more disturbing that civic participation is actually declining—not expanding—in America."

Disdain for politics does not mean lack of civic concern, however. A recent study by the Panetta Institute at California State University at Monterey Bay, for example, indicates that nearly three-quarters of college students (73%) have done volunteer work in the past two years, and most (62%) more than once. Those students understand that their communities face real needs and that they can help meet those needs. But they do not see politics as an effective means for change, according to studies by Professor Linda Sax of UCLA. They may well believe strongly in a cause such as improving the environment, but they are skeptical that politics and politicians can further that cause. Too often they fail to understand that if they want not only to assist at a community kitchen but also to help eliminate the need for that kitchen, then they must work to change public policy, and that politics—in one form or another—is the primary vehicle in American democracy for effecting public policy.

On college campuses, political discussion has declined sharply. Annual surveys indicate that the percentage of college freshmen who report frequently discussing politics dropped from a high of 30% in 1968 to 15% in 1995. Similar decreases are revealed in the percentage of those who believe it is important to keep up-to-date with political affairs or those who have worked on a political campaign. This mounting political apathy bodes ill for the future of American democracy.

What can be done by colleges and universities to reverse these disturbing trends and to help generations of young people appreciate the value of and necessity for political participation? And how might future editions of *Measuring Up* best highlight statewide successes when they do occur? Campuses should not be expected to promote a single type of civic or political engagement, but they should prepare their graduates to become engaged citizens who provide the time, attention, understanding, and action to further collective civic goals. Institutions of higher education should help students to recognize themselves as members of a larger social fabric, to consider social problems to be at least partly their own, to see the civic dimensions of issues, to make and justify informed civic judgments, and to take action when appropriate. At the same time, *Measuring Up* needs better, stronger indicators of civic and political engagement for every state, so that we can better understand what is and is not happening in these realms.

There is some good news. The presidents of some 300 campuses, under the aegis of Campus Compact, have signed a "Declaration on the Civic Responsibility of Higher Education," a pledge to strengthen civic learning on their campuses. A recent study sponsored by the Carnegie Foundation for the Advancement of Teaching offers evidence that some American colleges and universities do take seriously the civic education of their students. For a relatively small number of campuses, this commitment shapes many or most aspects of undergraduate life and constitutes an institution-wide approach to civic learning. For many others, strong programs designed to encourage civic development exist within campus environments that do not have a comprehensive emphasis on that goal.

Service learning—academic study closely tied to community service through structured reflection—is a particularly important pedagogy for promoting civic responsibility, especially when used with collaborative learning and problem-based learning, two other modes of active learning. Service learning connects thought and feeling in a deliberate way, creating a context in which students can explore how they feel about what they are thinking and what they think about how they feel; through guided reflection, it offers students opportunities to explore the relationship between their academic learning and their civic values and commitments.

The Department of Political Science at Swarthmore, for example, sponsors the Democracy Project, which is organized to deepen students' understanding of and commitment to democratic citizenship in a multicultural society through participation in community activities. The Democracy Project has a three-course core and focuses on case studies of democracy in practice, and the integration of theory and

practice through internships, community service and simulation. A course on the nature of politics, taught regularly at Rutgers University for large numbers of students, also combines readings in political theory and action, community service in political settings, and structured reflection to link the two.

An experiment at the University of Michigan underscores the importance of actively engaging students in the civic processes that they are studying. In a course on contemporary issues in American politics, the faculty randomly selected one group of students and asked them to become involved in community service related to local politics, in addition to doing the reading and written assignments for the course; the other students were asked to complete only the traditional assignments. The students in the service-learning sections not only earned better grades (by blind grading) and reported that they enjoyed the class more but they also became much more aware of political and social problems and more interested in acting on their heightened awareness. Several national studies about service learning have supported these findings.

It has become a commonplace to bemoan the loss of civic responsibility in America, particularly among young people, and to urge increased attention to civic education at every level. If the issue is viewed solely as proselytizing students to vote and pay attention to politics, the role of higher education is inevitably a modest one. But John Dewey, the preeminent American public philosopher of the 20th century, taught us that much more is at stake. Dewey viewed American democracy and education as inexorably intertwined. The issue for Dewey was not simply that our citizenry must be educated in order to choose political leaders responsibly and to hold those leaders accountable. Much more important, he conceived of our democratic society as one in which citizens should interact with each other, learn from each other, grow with each other, and together make their communities more than the sum of their parts.

It is these dimensions of American democracy and civic life that are in danger. If American democracy is to live up to its ideals, we must have a sustained public dialogue on the public purposes of higher education, particularly on how best to educate future generations of responsible and engaged citizens. This will not happen unless business and civic leaders, policymakers, and concerned citizens from every sector speak out about what they expect from our institutions of higher education. If they view those institutions as having important public purposes, including educating students for lives of civic responsibility, they must join in public discourse about how to make that goal a reality.

"Campuses should not be expected to promote a single type of civic or political engagement, but they should prepare their graduates to become engaged citizens who provide the time, attention, understanding, and action to further collective civic goals."

The adage that democracy is not a spectator sport has long been a cliché, but many young people today are not even watching from the sidelines. We must direct public attention to what higher education can do to change that.

UNDERPREPARED STUDENTS

By Robert McCabe

AS WE BEGIN the 21st century, information technology is transforming the world at a breathtaking pace. Our future economy will be built on information-based industries that need a broadly based, highly skilled workforce. Eighty percent of new jobs will require some postsecondary education but, unfortunately, only 42% of today's students leave high school with the necessary skills to begin college-level work. America's greatest strength is its commitment to the value and importance of every individual; the nation benefits when everyone's talents are fully developed.

Murmur Studio

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More than ever, our future depends on advances in education. Public school performance must be dramatically improved so that more students graduate from high school with college-entry skills. America's changing demography, however, threatens to overwhelm an already strained education system. In the coming years, schools will enroll more children from poor, educationally disadvantaged families and from homes in which English is not the primary language.

With high expectations, state school reforms are aggressively addressing educational problems. To date, however, they are having limited success. Of particular concern is the fact that the schools have been unable to help large numbers of African American and Hispanic students from falling behind. The schools must do more to ensure that students of all ethnicities develop their academic skills.

Even with aggressive school reforms in place in many states, every year over one million academically underprepared students enter higher education and are in need of developmental, or remedial, education services. These services yield important benefits. Each year, with an expenditure of only one percent of higher education budgets, more than half a million college students successfully complete remediation, and after remediation they do as well in standard college courses as those students who begin fully prepared. While only one in six earns a bachelor's degree, one-third earn an occupational associate degree or certificate. Others go directly into the workforce, and most are employed in technical or office careers. Providing effective developmental programs that give underprepared students the opportunity to qualify for good jobs is an essential mission for American higher education.

Measuring Up 2000 provides the states with a valuable overview of the status of higher education. The picture, however, is incomplete because it does not address the effectiveness of programs for underprepared students. These important programs are often given a low priority and inadequate support. Unfortunately, state-level data on the performance of underprepared students are not available for this edition of *Measuring Up*. If we are to have a complete understanding of how well higher education serves the needs of American society, the states must collect data on their postsecondary developmental education programs.

In the coming decades, the role of higher education in teaching students who enter with academic deficiencies will expand and become increasingly important. The workplace of tomorrow will be quite different from today—the result of both revolutionary and evolutionary changes. Revolutionary changes will occur, as new jobs will require markedly different and higher competencies. Existing jobs will continue to evolve, requiring different behaviors and job skills from those employees now possess. Simple jobs will become "high-performance" jobs that will require workers to have the ability to reason through complex processes rather than follow rote instructions or complete the discrete steps of larger processes. These workers will need higher-order information skills as a foundation for lifelong learning.

In the global economy, business and industry will set up operations wherever the costs are lowest. Manufacturing is already moving from the United States to countries with lower wages. This trend is expected to continue. Sustaining America's future will depend on innovations in the knowledge

industries and on developing a more productive workforce. Brainpower and technology can multiply individual productivity to compensate for higher wages and help America retain global competitiveness. The countries that remain competitive in the 21st century will be those with the highest overall literacy and educational levels and those with a strong "bottom third" of its population, such as Germany and Japan. We are a long way from developing the broad base of highly skilled workers that is needed in the information age.

Demographic changes are also having a dramatic impact on our society. The American population is becoming older. The members of the baby-boom generation—the 76 million people born between the end of World War II and 1964—are approaching their late 50s. Today there are 35 million Americans age 65 and older; by 2030 there will be more than 69 million in that age group. About 160 million Americans are now in their prime work years, and that number is expected to remain constant through 2030. But if the economy is to remain strong as the population grays, the productivity of working-age adults must improve in order to support the aging population.

America's population is also becoming more ethnically diverse. For example, in 1970 roughly 9 million Americans were of Hispanic origin (about 4% of the population); today there are 30 million Hispanic Americans (11% of the population); by 2005 there will be more than 36 million; and by 2050 Hispanic Americans will constitute almost one-quarter of the population. This growth reflects both the birthrates of Hispanic American women (which are higher than those of non-Hispanic American women) as well as immigration from Latin America and the Caribbean. Most of these immigrants, who account for more than half of all immigrants to the United States, arrive with limited academic skills.

Changes in family life are also having an effect on children: Only half of children and teenagers live in a two-parent household; more children (33% in 1994 compared to 5% in 1960) are born to unmarried women; and children who are in two-parent households spend less time with their parents because, in most cases, both parents work.

Moreover, one-parent households tend to have lower incomes, and poverty is the primary cause of educational underpreparation. Children from low-income families begin their lives with many disadvantages: poor parental care, lack of early education, inadequate health care, and unstimulating household environments.

The higher levels of poverty among Hispanic American and African American households are reflected in the data on academic performance: 25% of Hispanic American teenagers and 13% of African American teenagers drop out of high school, compared to about 8% of white non-Hispanic teens. The disparities persist at higher levels of education: Hispanic Americans comprise about 14% of the 15- to 19-year-old population, but they earn only 7% of the associate degrees and 6% of the bachelor's degrees. African Americans are about 16% of the 15- to 19-year-old population, yet earn only 10% of the associate degrees and 9% of the bachelor's degrees. White non-Hispanics comprise 70% of the 15- to 19-year-old population yet earn 83% of the associate degrees and 86% of the bachelor's degrees. Hispanic Americans and African Americans lose ground at each step of the educational ladder, from high school graduation and college enrollment to degrees and certificates earned.

To summarize, Americans must develop high information skills and become increasingly productive in order to keep our industries globally competitive, to offset lower wages in some other countries and to support an aging population. In the years to come, a larger percentage of Americans will go on to college (not necessarily to complete a four-year degree), and more of these young people will begin college with poor preparation and academic deficiencies. Colleges will have the responsibility of raising educational attainment for this more diverse and less prepared student population.

Each year "more than half a million college students successfully complete remediation, and after remediation they do as well in standard college courses as those students who begin fully prepared."

Because America needs all of its citizens prepared for the information-rich environment of the 21st century, access to higher education must be a pillar of educational policy. In order to be successful, students must be adequately prepared for the college classes in which they enroll. Students who have academic deficiencies must receive remedial help before they begin standard college courses. Our college and university programs, if they are to maintain their quality, must offer effective developmental education. Access and developmental education are inseparable.

THE INFORMATION GAP: WHAT AMERICA DOESN'T KNOW ABOUT STATE PERFORMANCE IN HIGHER EDUCATION

INDEPENDENT NONPARTISAN organizations regularly publish report cards comparing the states in such areas as the quality of their K–12 schools, their participation in the global economy, and the welfare of their children. *Measuring Up 2000*, for the first time, provides Americans with comparative information about state performance in higher education.

In providing a state-by-state look at higher education, *Measuring Up* relies on publicly available information that has been collected by government agencies and by nationally recognized private organizations. These public and private agencies are charged with responsibilities for national data collection. Had the National Center sought to collect data, the process of asking states to provide information for the sole purpose of evaluating and grading them might compromise the results. In all cases, the National Center has used the most up-to-date information available.

The search for publicly available data revealed many areas in which we as a nation do not know much about state-by-state performance in higher education. These gaps in information are of three types: data that are collected for some states, but not all; data that are collected but not in a form that captures an important concept or that allows for comparisons among the states; and areas for which there is no consensus on the best method for measuring performance.

"The search for publicly available data revealed many areas in which we as a nation do not know much about state-by-state performance in higher education."

The National Center encourages dialogue—and action—on the collection of information that Americans need to know about state performance in higher education.

Preparation

In grading the states on their preparation of students for education beyond high school, *Measuring Up 2000* focuses on three concepts: high school completion, K–12 course taking, and K–12 student achievement. Completing high school–by earning a traditional or a General Education Development (GED) diploma–is a requirement for those who aspire to college. Statewide data on coursework and student achievement in grades 8–12 indicate whether a state's K–12 schools are adequately preparing students for the rigors of a college curriculum. But there are two crucial gaps in what we as a nation know about the preparation of students for postsecondary education.

1. High-level course taking in the humanities and social sciences. Most states, but not all, participate in surveys that indicate how many 8th graders take algebra, how many 9th–12th graders take at least one upper-level math or science course, and how many high school students take Advanced Placement courses. But we do not know how many students are taking high-level courses in the humanities and social sciences—information that would allow us to broaden our picture of students' preparation for college.

2. Student achievement in the 8th and 12th grades. Most states, but not all, participate in national assessments of academic achievement for 8th graders. Efforts to encourage all states to participate in the collection of this information would be very useful. We have far less information, however, about the achievement of 12th graders in each state. National information about the academic achievement of 12th graders is available, but comparative state information is not. If states were to participate in national assessments of 12th graders, we would know a good deal more about the "stock of learning" that students acquire in high school.

Participation

Measuring Up 2000 grades the states on the extent to which young adults and working-age adults have the opportunity to enroll in higher education programs in their state. There are two important gaps, however, in what we know about opportunities for participation.

3. Rates of college participation for recent high school graduates, by income group. State-by-state participation rates can be calculated for all students and for students of different racial groups. We also have state-by-state data on how many high school freshmen enroll in college four years later, but this information is not sorted by family income. Such information is essential for policymaking in areas such as access, admissions and student aid.

4. Migration of students across state lines. Only one of the existing measures of participation (high school freshmen who enroll in college four years later) tracks students across state lines. The other measures of participation do not "credit" a state for those of its students who attend out-of-state colleges. In many states the out-migration of students is a major policy issue and comparative data would be most useful.

Affordability

In grading the states on the affordability of higher education for students and families, *Measuring Up 2000* looks at three concepts: the ability of families to pay for higher education, state strategies to promote affordability, and the degree to which students rely on loans to finance their education. Additional data and more precise information would greatly enhance our understanding of affordability.

5. Unmet financial need for eligible and qualified students. The available data estimate unmet financial need on a national basis, but not at the state level. Such information, reported for different income groups, is crucial to understanding the extent to which economic factors affect rates of participation.

6. Distribution of student aid. More precise and comparable data are needed, from the states and from institutions of higher education, about who benefits from need-based and non-need-based financial aid programs and about the income phase-outs for receiving student aid.

7. Undergraduate student loans. Available data lump together borrowing by undergraduate and graduate students in each state, making it difficult to determine the indebtedness of undergraduates.

Completion

Measuring Up 2000 focuses on two overall concepts related to completion: the number of first-year college and university students who return for their second year and the number who complete their certificate or degree program in a timely manner. The inadequacies of the available data are several.

8. The progression of individual students through the higher education system. We know from national longitudinal studies that large numbers of students attend more than one institution before earning a degree, but current national data do not allow us to track students who move from one institution to another. A data system that tracks the paths of individual students would allow us to determine the characteristics of students and to chart their progress across institutional and state lines. This information would enhance our ability to determine how student migration affects state performance. It would also aid our understanding of issues related to the transfer policies of various types of colleges and universities.

9. Degree completion in six and ten years. Working-age adults, many of whom have family and professional responsibilities, typically take more than five years to complete their educational goals. Thus in addition to the existing data on completion of a baccalaureate within five years, we would like to have data on completion after six and even ten years.

Benefits

States receive both economic and civic benefits as a result of having a highly educated population. Four concepts are included in this category: the educational attainment of the population, the economic benefits that accrue from having a bachelor's degree, the civic benefits to the state, and the skill level of adults.

10. Educational attainment. Available data indicate the percentage of adults who have a bachelor's degree, but not the number who earned their degree in the state in which they reside. Data of this type would enhance our understanding of educational attainment.

> "If states were to participate in national assessments of 12th graders, we would know a good deal more about the 'stock of learning' that students acquire in high school."

11. Measures of civic engagement. The measures of voting and philanthropic giving that are included in the report card are useful, but they are surrogates for measures that would better capture civic engagement, such as levels of civic volunteerism and leadership by college graduates in comparison with individuals who did not graduate from college.

12. Adult skills. We have reliable data from the National Assessment of Adult Literacy for many states. The literacy survey will be readministered within the next two years. We encourage all states to participate in this effort to assess adults' mastery of high-level literacy skills. Equally valuable would be an oversample of college graduates in each state that would speak specifically to the literacy skills of graduates.

Learning

Each of the states received an Incomplete grade in the area of student learning. This grade is a call for public attention to this important policy issue.

13. Academic achievement. Measures of actual student learning in key fields should be explored at two stages: when college students make the transition from the lower division to the upper division and again when students receive their baccalaureate degree—perhaps on a "value-added" basis. Measurements of high-level literacy skills among adults who have completed various levels of postsecondary education would also be useful.

"Current national data do not allow us to track students who move from one institution to another."

14. Attainment of basic workplace skills. Literacy surveys tend to focus on assessing literacy as defined in "academic" terms (for example, communication and quantitative skills). In many states, however, a key issue is the attainment of high-level skills that are necessary for work-related education and training.

Cost Effectiveness

Cost effectiveness is not a category that is graded in *Measuring Up 2000*, but we hope that it can be included in future report cards.

15. Measures of cost effectiveness in relation to performance outcomes. Data on broad measures of state spending related to specific public policy outcomes will allow states to assess their comparative level of performance, given the available resources.

Over the next several months the National Center will encourage and participate in dialogues on initiatives to expand and improve the collection of information regarding state performance in higher education.

SOURCES

PREPARATION

High School Credential: 18- to 24-year-olds with a high school credential. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Math Course Taking: 9th to 12th graders taking at least one upper-level math course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Science Course Taking: 9th to 12th graders taking at least one upper-level science course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Algebra in 8th Grade: 8th grade students taking algebra. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Math Proficiency: 8th graders scoring at or above "proficient" on the national assessment exam in math. U.S. Department of Education, *National Assessment of Educational Progress*, 1996.

Reading Proficiency: 8th graders scoring at or above "proficient" on the national assessment exam in reading. U.S. Department of Education, *National Assessment of Educational Progress*, 1998.

Writing Proficiency: 8th graders scoring at or above "proficient" on the national assessment exam in writing. U.S. Department of Education, *National Assessment of Educational Progress*, 1998.

Math Proficiency among Low-Income: Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math. U.S. Department of Education, *National Assessment of Educational Progress*, 1996.

College Entrance Exams: Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates. ACT data from ACT tabulations, 1999; SAT data from College Board tabulations, 1999.

Advanced Placement Exams: Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors. Data provided by Westat, 1999.

Performance Gaps (Preparation)

High School Credential: 18- to 24-year-olds with a high school credential. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Math Course Taking: 9th to 12th graders taking at least one upper-level math course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Science Course Taking: 9th to 12th graders taking at least one upper-level science course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Change over Time (Preparation)

High School Credential: 18- to 24-year-olds with a high school credential. U.S. Bureau of the Census, Current Population Survey, October 1985, 1986 and 1987 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Math Course Taking: 9th to 12th graders taking at least one upper-level math course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

Science Course Taking: 9th to 12th graders taking at least one upper-level science course. Council of Chief State School Officers, *State Indicators of Science and Mathematics Education*, 1999.

PARTICIPATION

High School to College Rate: High school freshmen enrolling in college within 4 years in any state.
Public 9th grader data from the National Center for Education Statistics, *Digest of Education Statistics*, 1995.
Public high school graduate data from the National Center for Education Statistics, *Public Elementary and Secondary Education Statistics Report, School Year 1997–98*, 1999.
College enrollment data from the *Residence and Migration of First-time Freshmen Enrolled in Degree Granting Institutions*, Fall 1996, 1998.
Indicator as reported by Thomas Mortenson, "Chance for College" *Postsecondary Education Opportunity*, March 1998.

Young Adult Enrollment: 18- to 24-year-olds enrolling in college. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Working-Age Adult Enrollment: 25- to 44-year-olds enrolled part-time in some type of postsecondary education.
Enrolled population data from National Center for Education Statistics, Integrated Postsecondary Education Data System, 1998. State-level analysis provided by Pinkerton Computer Consultants, 2000.
Total population data from U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Performance Gaps (Participation)

Young Adult Enrollment: 18- to 24-year-olds enrolling in college. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Change Over Time (Participation)

Young Adult Enrollment: 18- to 24-year-olds enrolling in college. U.S. Bureau of the Census, Current Population Survey, October 1985, 1986 and 1987 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

AFFORDABILITY

Family Ability to Pay: Percent of income needed to pay for college expenses minus financial aid:

- **At community colleges**
- **At public 4-year colleges/universities**
- **At private 4-year colleges/universities**

Tuition data from the National Center for Education Statistics, *Digest of Education Statistics*, 1999.
Room and board data from the National Center for Education Statistics, *Digest of Education Statistics*, 1999.
Pell grants data from the U.S. Department of Education, *Pell Grant End of the Year Report, 1998–99*, 2000.
State grants data (need- and non-need-based) from the National Association of State Student Grant and Aid Programs, *30th Annual Survey*, 2000.
Institutional aid data from the National Center for Education Statistics, *Ed Tabs: Institutional Finance*, 1996.
Income information data from U.S. Bureau of the Census, Current Population Survey, March 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Need-Based Financial Aid: State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families.
Pell grants data from the U.S. Department of Education, *Pell Grant End of the Year Report, 1998–99*, 2000.
State grants (need- and non-need-based) data from the National Association of State Student Grant and Aid Programs, *30th Annual Survey*, 2000.

Low-Priced Colleges: Share of income that poorest families need to pay for tuition at lowest priced colleges.
Tuition data from the National Center for Education Statistics, *Digest of Education Statistics*, 1999.
Income data from U.S. Bureau of the Census, Current Population Survey, March 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Low Student Debt: Average loan amount that students borrow each year.
Loan data from the U.S. Department of Education, *Federal Family Educational Loan Program End of the Year Report, 1998–99*, 1999.

COMPLETION

Students Returning at Two-Year Colleges: First-year community college students returning their second year. ACT, ACT Institutional Data Questionnaire, 1999.

Students Returning at Four-Year Colleges: Freshmen at four-year colleges/universities returning their sophomore year. ACT, ACT Institutional Data Questionnaire, 1999.

Bachelor's Degree Completion: First-time, full-time students completing a bachelor's degree within five years. ACT, ACT Institutional Data Questionnaire, 1999.

All Degree Completion: Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students. National Center for Education Statistics, Integrated Postsecondary Education Data System, 1998–99. Special tabulations provided by Pinkerton Computer Consultants, 2000.

Performance Gaps (Completion)

All Degree Completion: Certificates, degrees and diplomas awarded at all colleges and universities per 100 undergraduate students. National Center for Education Statistics, Integrated Postsecondary Education Data System, 1998–99. Special tabulations provided by Pinkerton Computer Consultants, 2000.

BENEFITS

Adults with Bachelor's Degree or Higher: Population aged 25 to 65 with bachelor's degree or higher. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Increased Income from Education: Increase in total personal income as a result of the percentage of the population holding a bachelor's degree.
Median Earnings data from U.S. Bureau of the Census, Current Population Survey, March 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.
Total population with bachelor's degree or higher data from the U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.
Total personal income data from the U.S. Department of Commerce, Bureau of Economic Analysis, State Personal Income, Annual and Quarterly for All States and Regions, 1999.

Population Voting: Eligible residents voting in 1996 and 1998 national elections. U.S. Bureau of the Census, Current Population Survey 1996, 1998, November 1996, 1998 Supplements.

Charitable Contributions: Of those who itemize on federal income taxes, the percentage declaring charitable gifts. Internal Revenue Service, Statistics of Income Series, 1999.

Quantitative Literacy: Adults demonstrating high-level quantitative literacy skills. Educational Testing Service, *National Adult Literacy Survey*, 1992.

Prose Literacy: Adults demonstrating high-level prose literacy skills. Educational Testing Service, *National Adult Literacy Survey*, 1992.

Document Literacy: Adults demonstrating high-level document literacy skills. Educational Testing Service, *National Adult Literacy Survey*, 1992.

Performance Gaps (Benefits)

Adults with Bachelor's Degree or Higher: Population aged 25 to 65 with bachelor's degree or higher. U.S. Bureau of the Census, Current Population Survey, October 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Adult Literacy Skills

High-level quantitative literacy, as defined by the *National Adult Literacy Survey*, consists of performing arithmetic operations which must be inferred from text or drawn from prior knowledge.

High-level prose literacy involves understanding essays and other prose forms and being able to integrate multiple pieces of information.

High-level document literacy involves being able to integrate and make inferences about information from sources such as lists, tables and maps.

Earnings and Attainment Projections. U.S. Bureau of the Census, Current Population Survey, Annual Demographic File, 1999. Special analysis by David Wright, Wichita State University.

Change Over Time (Benefits)

Adults with Bachelor's Degree or Higher: Population aged 25 to 65 with bachelor's degree or higher. U.S. Bureau of the Census, Current Population Survey, October 1985, 1986, and 1987 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

STATE CONTEXT TABLE

Population. U.S. Bureau of the Census, State Population Estimates, 1998.

Gross State Product. U.S. Department of Commerce, Bureau of Economic Analysis, Gross State Product for States, 1998.

LEADING INDICATORS TABLE

Projected Percent Change in Population, 2010–2015. U.S. Bureau of the Census, Population Projections for States 1995–2025, 1999.

Projected Percent Change in Number of All High School Graduates, 1999–2010. Western Interstate Commission on Higher Education, *Knocking on the College Door*, 1998.

Projected Budget Surplus/Shortfall by 2008. Hovey, Harold, *State Spending for Higher Education in the Next Decade*, 1999.

Average Income of Poorest 20% of the Population. U.S. Bureau of the Census, Current Population Survey, March 1996, 1997 and 1998 Supplements. State-level analysis provided by Pinkerton Computer Consultants, 2000.

Children in Poverty (1995 data). Annie Casey Foundation, *Kids Count*, 1999.

Percent of Population with Less Than a High School Diploma or Equivalent. U.S. Bureau of the Census, Current Population Survey, October 1998 Supplement.

New Economy Index. Progressive Policy Institute, *The State New Economy Index*, 1999.

FACTS AND FIGURES TABLE

Institutions of Postsecondary Education
Students Enrolled by Institution Type
Students Enrolled by Level
Enrollment Status of Students (1996 data)
Net Migration of Students
Average Tuition
National Center for Education Statistics, *Digest of Education Statistics*, 1999.

State and Local Appropriations for Higher Education. Palmer, James, ed. *Grapevine: A National Database of Tax Support for Higher Education*, 1999.

PUBLIC SATISFACTION / EMPLOYER SATISFACTION TABLE

Public Satisfaction. Public Agenda, 50-State Survey Conducted for the National Center for Public Policy and Higher Education, 2000.

Employer Satisfaction. U.S. Bureau of the Census, National Employer Survey, 1997. State-level analysis provided by Institute for Research in Higher Education, 1999.

GRADING

Step 1. Identify indicators

Measuring Up is built on a foundation of 30 quantitative indicators. Each performance category—preparation, participation, affordability, completion, and benefits—has several indicators. All of these indicators:

- are important in assessing performance in the category,
- are collected regularly by reliable, public sources that follow accepted practices for data collection,
- are comparable across the 50 states, and
- measure performance results.

Step 2. Weight indicators

Each indicator is assigned a mathematical weight based on its importance to the performance category—as informed by research and policy experience. For each category the sum of all weights is 100%.

Step 3. Identify top states for each indicator

State results on each indicator are converted to a scale of 0 to 100, using the top five states as the benchmark. This conversion—called indexing—is a statistical method that allows for accurate comparisons of different measures. In *Measuring Up 2000*, the median of the top five states (or the third best state) scores 100. This establishes a high, but achievable standard of performance on each indicator.

Step 4. Identify best state for each category

State scores for each category are calculated from the state's index scores on the indicators and the indicators' weights. In each category, the sum of all the index scores on the indicators times the weights of the indicators is the raw category score for the state. These raw category scores are then converted to a scale of 0 to 100 based on the performance of the top state in the category.

Step 5. Assign grades

Grades are assigned based on the category index scores, using a grading scale common in many high school and college classes.

Grading Scale

A 93 and above	B– 80–82	D+ 67–69
A– 90–92	C+ 77–79	D 63–66
B+ 87–89	C 73–76	D– 60–62
B 83–86	C– 70–72	F Below 60

SHARE OF STATE APPROPRIATIONS CHART

National Association of State Budget Officers, *State Expenditure Report*, 1991, 1999.

ETHNIC DISTRIBUTION CHART

State Population. U.S. Bureau of the Census, State Population Estimates, 1998.

Students Enrolled in Higher Education. National Center for Education Statistics, *Digest of Education Statistics*, 1999.

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